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CITY OF BOSTON

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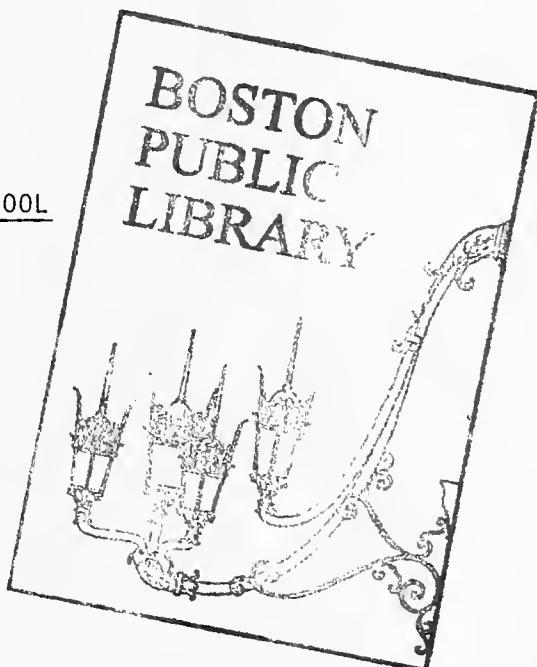
DESIGN REQUIREMENTS

and

LIMITATIONS

for

THE BOSTON BUSINESS SCHOOL



Submitted by

Robert H. Anderson, Director

Harvard-Boston Schools Planning Project

May 16, 1968

21
B

BOSTON BUSINESS SCHOOL FACILITIES COMMISSION



STANLEY C. HARRIS, CHAIRMAN
JOHN J. CONNELL, VICE CHAIRMAN

November 27, 1968

Malcolm E. Dudley, Director
Facilities Commission
Hall Square
Boston, Massachusetts

Dear Mr. Dudley:

In conformity with the provisions of Section 4, Chapter 642 of the Act of 1966, I have reviewed the "Design Requirements and Limitations for The Boston Business School" dated May 16, 1968, as submitted with your communication of October 25, 1968.

My comments are as follows:

There is a general acceptance of all facility requirements as suggested in the Task Force document with the following notable exceptions.

Wholesaling/Retailing Occupations Room

The room specified to accommodate this program should be included in the space requirements. In this area however, specific interior determinants that would restrict its usage to strictly merchandising activities should at present be avoided.

Grooming Room

In regards to a grooming room for girls, it is our advice that such procedures in the instruction of human relations, etiquette, charm, etc. does not require a specialized room. These functions could be carried on very easily at time in an Office Practice or Stenography course or even in one of the Student Activity offices.

PROJECT NO. 70 SD 1-1	
DUDLEY	1-1-2
WEINAN	
SWEET	
HAZAN	
TOBIN	
PEAR	
SOYLE	
A. FIDERS-M-BELL	1A
DOHEY	
LANG	
CHAMBRE S	
DE BAUN	
FRAN LIN	

A - Action - B - Note

Counseling and Placement Office Suite

The total size of the suite should be changed to take into account:

- a reduction to five counselor/placement offices
- the elimination of the psychometrist's office
- the elimination of four interview rooms. (The diligent use of the six small conference rooms, at times, could very easily be made available for interview practices and procedures.)

Skills Training Laboratory

We concur with the concept of the skills training laboratory. We strongly urge that this particular room be also used to incorporate the adults who come to school for intensive brush-up work.

Duplicating Room

The work involved in a duplicating room can be incorporated with great ease into the program in an office practice room. This implies the elimination of two duplicating rooms and an increase in the size of two office practice rooms to 1200 sq. ft. each.

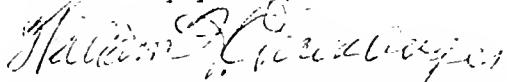
We recommend that two of the conference viewing rooms in the Library-Audio-Visual area be sound-proofed and one equipped with the equipment necessary for making video tapes.

Equipment

The suggested allocation of equipment throughout the entire school deserves some serious review. While assuming that equipment specifications can be finalized later in the process, we question the following stated needs:

- For typewriters placed in all stenography stations of the Skills Training Laboratory
- For an off-set press in this school.
- For all Library carrels to have a capability for electronic development
- For exclusive used of tables and chairs in all classrooms.

Sincerely yours,



WILLIAM H. OIHRENBERGER
Superintendent of Public Schools

M E M O R A N D U M

December 13, 1968

TO: Andrew Anderson-Bell
FROM: Stan Shepard
RE: Design Requirements for Boston Business School

After making the adjustments to the original program which were requested by Superintendent Ohrenberger in his letter of November 27, 1968, I find that the total space requirements for this building add up to 71,720 sq. ft. A detailed breakdown of this total can be found on pages 114-116 of the program, and in the Superintendent's letter.

STAN SHEPARD

SS:epm

cc: Richard Joslin
William H. Pear

This is NET + mezzanine increased
by factor for circulation, storage,
mechanical + incidental spaces
etc.

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THE BOSTON BUSINESS SCHOOL - ITS HISTORY

The Boston Business School, formerly known as the Boston Clerical School, was established by a special order of the Boston School Committee on May 18, 1914. The school, which opened at its present location in what was then the old Roxbury High School, initially offered two courses - the Office Service Course and the Secretarial and Higher Clerical Course. The Office Service Course was opened to girls who had completed two years of high school and prepared them for general clerical work; the Secretarial and Higher Clerical Course, which was for girls with three years of high school, provided training for better paying secretarial positions. In 1915 the School Committee ordered two additional courses opened to high school graduates - one in business and accounting and the other in secretarial studies. The original four courses have evolved into the four courses presently being offered at the school, these being:

Bookkeeping	Shorthand
Accounting	Executive Secretarial

Admission today requires a high school diploma.

At the time the school was established, the School Committee ordered:

"That pupils be advanced in each of these courses as rapidly as their progress will permit and that they be given certificates when they have satisfactorily completed the courses without regard to the length of time required for their completion."

At the same time, the passing mark for each course was set at 90%.

These three policies have been faithfully followed through the years

and are still in use today. The school's staff, students, and alumni are especially proud of the 90% passing mark and cite it as the primary factor that sets the school apart and above the local private business schools.

The number of students enrolled has varied through the years. Originally, the school occupied only two or three rooms in old Roxbury High, but in 1926, it became the sole occupant of the building. In 1931 the increased enrollment required two sessions, and from 1933 to 1936, the school had an annex on Myrtle Street in downtown Boston. This was during the depression years when there were more young women seeking better training in order to compete for the fewer positions that were available. During World War II, the enrollment dwindled as many young women left school before graduation to work in defense and government positions.

After the war, the school, under the direction of its first woman Head Master, Dr. Teresa Regan, sought to increase its enrollment once again. One step toward the fulfillment of this objective was the authorization by the School Committee in 1952 for the establishment of a Refresher Course which served three types of "mature" students:

1. Those who wished to refresh skills which had not been used over a number of years.
2. Those who wished to learn a new skill for a specific position.
3. Employees given release time and paid by employers to gain a new skill or improve an old one.

When this program was discontinued after five years due to lack of space, 1,079 adults had taken advantage of it. As a result, practically all of them were able to secure employment or improve on the position they already held.

The school's population increased consistently during the period from 1940-1966. The maximum population was almost 800 students during the 1965-1966 school year. Enrollment at the beginning of 1967 totaled 620. This decline in student population has been attributed by officials of the school to the continuous deterioration of the community in which the school is located, the distance of the school from the commercial area of Boston, the lack of parking facilities, and the fear of the students and their families concerning the use of the Dudley Street Station. Every time that there is a disturbance in the area, the school enrollment the following week shows some decline. The historical population data on the school is presented in summary form in Table I.

TABLE I

Boston Business School Population *

1947 - 1967

School Year	Population
1947	238
1948	325
1949	403
1950	352
1951	231
1952	292
1953	293
1954	284
1955	323
1956	378
1957	379
1958	429
1959	403
1960	432
1961	476
1962	547
1963	580
1964	743
1965	770
1966	707
1967	620

* from - Annual Statistics of the Boston Public Schools

THE BOSTON BUSINESS SCHOOL - PRESENT SITUATION

Building

Located at 220 Warren Street, directly across the street from the Washington Park Development Project, the Boston Business School is situated in the heart of the Roxbury section of Boston. Built in 1880, the building from the outside looks more like a fortress than a school. The analogy becomes even more meaningful when one realizes that the doors are locked at all times to keep out neighborhood undesirables and drunks, who tend to be a special problem during the winter months. In addition, all outside windows are screened or barred to keep out thieves and vandals. (Nonetheless, the building is burgled several times a year with a usual loss of great quantities of typewriters.)

Inside the building, one is confronted by a series of paradoxes. The halls in the front of the building are spacious; in the rear, they are practically non-existent. Small rooms and alcoves with no apparent utility are nestled next to large rooms that dwarf the classes and activities within them. Floors and stair treads worn thin by students over the years are immaculate and well-varnished. Entering the building is like walking fifty years back in time. It is within this pre-World War I environment, replete with desks bolted to the floor, that the Boston Business School attempts to prepare students for the 1968 business world.

In order to get around the building, it is often necessary to pass through one classroom to reach another. The classrooms are

not organized into departments or other working units, but rather are squeezed in wherever possible causing a sizeable student traffic problem between each period. There are no adequate lounge facilities for either students or faculty. The cafeteria facilities are located in the basement and are totally inadequate.

The existing library is almost completely non-functional. It is located in an 8X12 room containing only four small tables. The few books available date from the 1920's. The library has no periodical section. The overall atmosphere is dull and depressing. As a result of all these factors, we seldom observed any students using the library; those few who did go in apparently chose it as a quiet place to do their homework.

The wiring, lighting, and acoustical treatment in the present building are totally inadequate. Wiring in the building does not permit the use of electric equipment in all the rooms. Some rooms have been rewired so that calculators may be used at desks. In one room, a 30 foot extension cord must be strung from a closet to service a portable dictating console. A few rooms have been redone with fluorescent lights, but most are still using the old hanging light fixtures, hardly adequate when one considers the constant strain on the eye inherent in most business skill courses. Entirely wooden on the inside, the building is not nearly sound-proof enough to operate data processing equipment or most other types of office machine equipment.

Storage facilities are woefully inadequate. Supplies are stored in an inaccessible basement room. Lavatory facilities and cloak rooms are reminiscent of nineteenth century conveniences.

The cramped cubicles used for offices by department heads are converted cloak rooms. There is urgent need for a room with appurtenances to care for students who become ill or are injured. The auditorium suggests a vast wasteland, with assembled students cringing below a ceiling cracked and stained by leaks and the incessant flaking of plaster.

In short, the building must be considered completely inadequate to serve the needs of the programs presently imposed upon it.

Staff

The present faculty numbers 30 and is divided into two departments - accounting and secretarial. Only four teachers are serving in the school under a provisional certificate. The remainder of the staff have permanent certification. The staff is predominantly female, and could not be regarded as "young". In general the staff appeared well prepared and anxious to improve the school. Any business teacher in the Boston system may presently apply for transfer to the business school. When there is an opening, the most senior applicant for the job is appointed. There is one Head Master and one guidance/placement person in addition to the teaching staff.

Student Body

The enrollment of the Boston Business School is comprised almost exclusively of students from the city of Boston. As such, they are provided with free tuition, books, and supplies. Students from outside the city are eligible to attend if there is room as long as they pay tuition, which at the present time is \$550 per year.

Male students, who were first allowed entrance in 1952, make up less than 15% of the total student body. When one considers that most of the school's program is devoted to secretarial skills and that the character of the school is largely feminine in nature, it is somewhat surprising to find even this percentage of males enrolled. Almost all of the males presently at the school are enrolled in the accounting course. The officials at the school report that the men graduates have usually done quite well after graduation, with a sizeable number of them working quickly into office managerships and minor executive roles. Such advancement has come about because of the inherent skills and qualities the man takes to his work, since the school offers no formal program of preparation for such a career.

Even though the age range of the students extends into the forties and fifties, the average age of the student body at the school is about 19 years. In general, the composition of the students by age is quite comparable to what one would find in the typical junior college situation. Most of the students enroll in the fall following high school graduation, although some enter after working for a short time or after completing a military obligation. Although the school is located in the heart of the Negro section of Boston, only about 15% of the students in the school are Negro.

The school does not serve many students from lower socio-economic backgrounds. Of those students from low socio-economic environments who might qualify for the school, many go directly to work after graduation from high school. Secondly, many of the high

school graduates who could most profit from occupational education drop out quickly because they cannot meet the 90% standard required in each course. Thirdly, admission requires high school graduation which automatically eliminates high school dropouts.

Although every high school in the city, with the exception of Boston Latin, is represented at the school, the majority of the students have usually come from the Hyde Park, Roxbury, Dorchester, South Boston, and Roslindale sections of the city. Table II presents a breakdown of the number of 1966 graduates of each Boston public high school who were enrolled in the Boston Business School in June, 1967 and shows that the graduates chose Boston Business almost 5 to 1 over private business schools in the city.

Program

The school's program is not accredited either as a business school or a junior college. Therefore it is not authorized to give an Associate in Arts degree to its graduates. Instead graduates receive a diploma which indicates that they have completed a specified program. Although the text-books used and the courses taught are comparable in most instances to area colleges and universities (for example, the accounting texts are the same as those at B.U. and B.C.), graduates of the school are unable to transfer any credits to an accredited school of higher education. Skills course credits may be accepted by programs leading to a B.S. in education. Some students have gone on to teaching careers and have received degrees from Boston University or Salem State. In

TABLE II

1966 Boston Public High School Graduates Enrolled in Business Schools
in June, 1967

<u>High School</u>	<u>Boston Business School</u>	<u>Private Business Schools</u>
<u>Girls</u>		
Hyde Park	26	3
Charlestown	3	0
Brighton	23	4
Girls Latin	1	0
Girls High	11	5
Trade	5	0
Burke	30	6
Roslindale	35	5
East Boston	9	0
Dorchester	14	3
South Boston	18	5
Jamaica Plain	<u>11</u>	<u>2</u>
Totals - Girls	196	33
<u>Boys</u>		
English	17	2
Boston Latin	0	0
Boston Tech	3	3
Dorchester	5	2
Charlestown	0	0
Hyde Park	5	6
Brighton	2	0
East Boston	2	6
Roslindale	12	2
South Boston	6	2
Jamaica Plain	2	2
Boston Trade	<u>0</u>	<u>0</u>
Totals - Boys	54	25
Totals - All Students	250	58

*

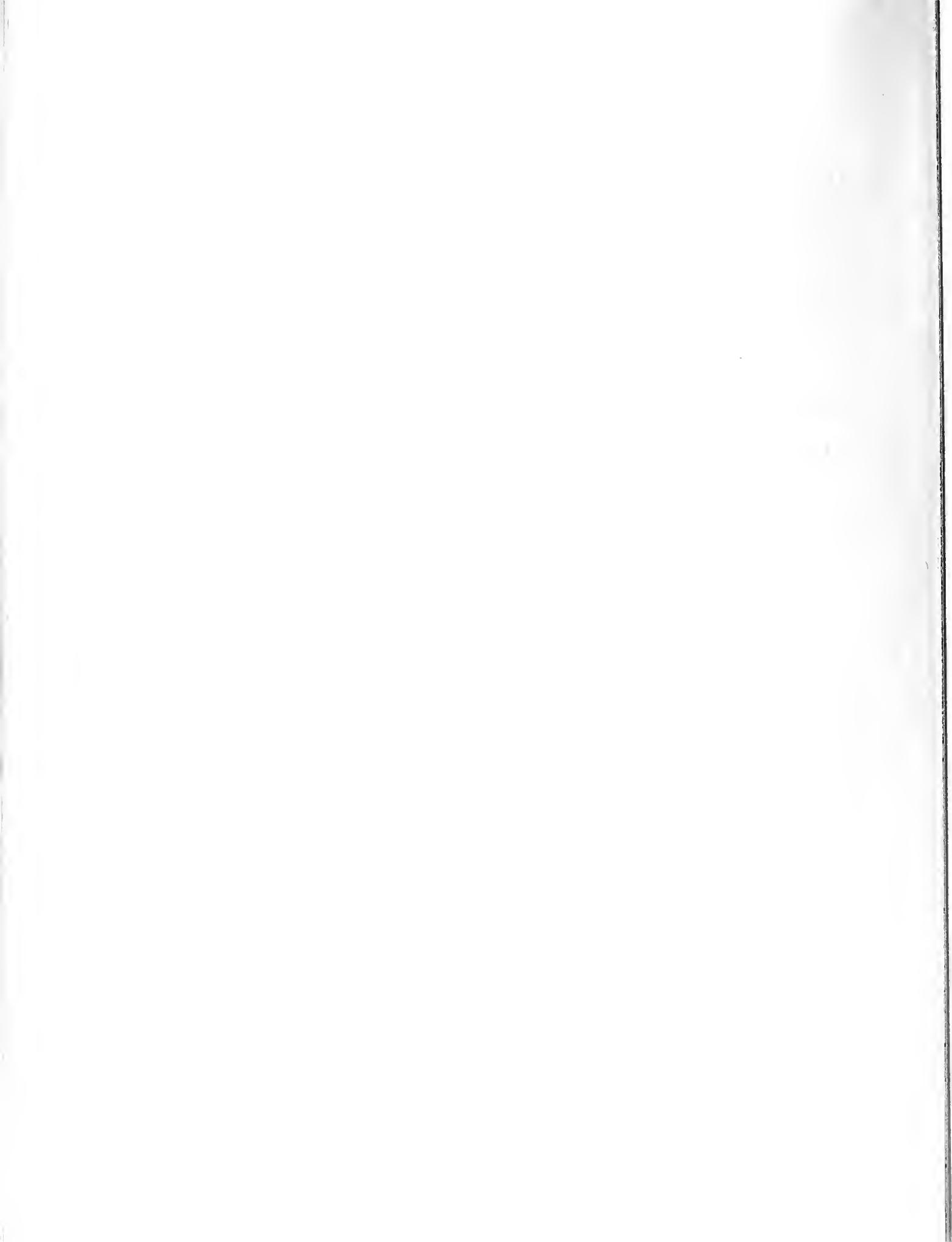
40% of the present enrollment comes from Catholic high schools.
Also, these numbers do not reflect those who entered in September
and either graduated or left the Business School before June.

most cases, however, they have been refused credit for coursework at the Boston Business School and have had to take a full four years to graduate.

The school presently offers its students four diploma courses. The subject and approximate completion time requirements of each of these courses are given in Table III. One will note that many of the same subjects are included in each diploma course and require the same passing grade even though the four courses, by design, are intended to serve a wide range of abilities. In fact, about the only basic difference between the courses is that the Bookkeeping and Accounting students are taking accounting courses while the Shorthand and Executive Secretarial students are taking shorthand courses.

The courses offered at the school are occupation-related courses. The work that is offered does not provide a liberal arts background, but rather provides skills necessary to gain and advance in office positions. None of the present courses offers training in the specialities required for work as a medical or legal secretary. The rationale for this is that a student who is skilled enough can quickly pick up the special skills to be a legal secretary. They feel that the school can best provide the student with the basic skills which are mandatory in order to enjoy success as an office worker or secretary.

The program at the school suffers from the lack of adequate equipment. The majority of the pupils are trained on manual typewriters, although most business offices today are either



BOSTON SCHOOL OF BUSINESS EDUCATION

A COEDUCATIONAL BUSINESS SCHOOL
OFFERING FOUR COURSES

TABLE III

COURSE REQUIREMENTS

SUBJECTS and GRADING	BOOKKEEPING COURSE	ACCOUNTING COURSE	SHORTHAND COURSE	EXECUTIVE SECRETARIAL COURSE
BUSINESS ENGLISH				
Grammar	90%	90%	90%	90%
Punctuation	90%	90%	90%	90%
Word Study	90%	90%	90%	90%
Correspondence	90%	90%	90%	90%
Composition				
STYLING	90%	90%	90%	90%
LEM. NETH.	90%	90%	90%	90%
BUSINESSES METHODS				
VOCAL INTONATION	90%	90%	90%	90%
NON-CREDIT COURSE				
FILING SYSTEMS	90%	90%	90%	90%
OFFICE PRACTICE	90%	90%	90%	90%
TYPERITING				
ACCOUNTING I	90%	90%	90%	90%
ACCOUNTING II	90%	90%	90%	90%
ACCOUNTING III				
ECONOMICS				
BUSINESS LAW	90%	90%	90%	90%
BUSINESS ORGANIZATION				
PSYCHOLOGY				
SECRETARIAL PROCEDURES				
SECRETARIAL ACCOUNTING				
SHORTHAND THEORY				
SHORTHAND TEST				
ENGLISH COURSES				
Approximately Ten School Months	Approximately Seventeen School Months	Approximately Twelve School Months	Approximately Two School Years	Approximately Two School Years

THE TIME REQUIRED TO FULFILL THE DIPLOMA REQUIREMENTS IS DETERMINED BY INDIVIDUAL PLACEMENT AT THE BEGINNING OF THE PROGRAM BASED ON PREVIOUS TRAINING, AND INDIVIDUAL ACCELERATION THROUGHOUT THE COURSE.

utilizing or switching to electrics. In 1950 approximately one in twenty typewriters purchased by industry and business was electric; in 1960 it was approximately one out of two. By 1970 it is probable that very few business offices will be using manual typewriters. School officials point out that one problem in switching to electrics is that civil service exams are still given on the manual typewriter. The school also needs to add more comptometers, calculators, and similar business machines and make them more available to students. Except for one portable shorthand dictation lab and a few tapes, the school has no electronic equipment to assist in teaching typewriting, machine transcription, or any of the other skills.

The school presently provides little training in machine transcription. The Director of Placement says that most employers would like secretaries to have this skill, in fact, many prefer it over shorthand skills. She also says that the students do not want to learn the skill because they find it boring; they would rather use their skill in composing letters from shorthand notes. Also, the school has no formal work-study or cooperative program with business establishments. Instead, emphasis is placed on duplicating the office atmosphere and attitudes within the school. Since most of the students work on a part-time basis anyhow, the school feels no present need to initiate a formal cooperative program.

School officials are reluctant to consider any curriculum change while the programs are being conducted at the present facility. They believe that at the least a course in data processing could be profitably added to the curriculum, but space limitations,

problems with wiring, etc. make this impossible. School officials are dubious about expanding the curriculum to offer liberal arts courses at the school. They believe that they lack the resources to challenge the community colleges directly, and that they have an important function to fulfill by providing a first-class occupational education in business.

The school parallels in many ways the typical high school schedule. It operates on the same calendar as the public schools and is closed during the summer. Each student is required to attend on a full-time basis and is scheduled for every period during the day. The school day ends around 2:00 P.M. and no late afternoon or evening classes are offered by the school, although some of the staff members do teach evening classes in adult education centers throughout the city, and the school's facilities are used as an adult education center by the School Committee.

The school offers a limited amount of extracurricular activities. There is a student newspaper which is published once a month. A Students Association sponsors a bowling league, occasional theater evenings, and a formal dinner dance each spring. For years the school had a chapter of the Newman Club, but it was discontinued when the nearby St. Richard's Church was razed. Extracurricular activities are limited by the fact that most students have part-time employment and normally must report for work at three o'clock.

The 90% passing standard, present since the school's establishment, has served over the years to enhance the school's

reputation for producing quality graduates. In order to receive a diploma from one of the four courses, the student must make 90% or better in each subject. If a subject is failed, it need not be repeated immediately, but it must be passed at 90% eventually or the student does not graduate. There are examples in the school's records of students who have taken a course three or four times before passing it. Certainly the 90% standard sets the school apart from private business schools which normally require a 60% or 70% passing standard.

Perhaps not quite so unique as business schools go is the time flexibility allowed individual students to complete a course. Students, after initial placement in a course based on test results and prior training, may move as rapidly through the courses as they wish as long as they can meet the minimum standard for each subject. About the only constraint is that if a student has not graduated after four years, he is counseled to leave school and is placed into a job by the school. With the option of individual acceleration through the courses, it is possible to graduate at any time during the year. In fact, most weeks see at least a few graduates leaving the school.

Placement Services

The school operates a placement office and is able to place almost all of its students, including those who drop out of school before completion. The Placement Director states that students who have completed only a couple of subjects and have attained a typing

speed of 20-25 words a minute can be placed. Most of these students are placed through the Massachusetts State Employment Agency. Students who drop out later in their program are usually placed directly into a position by the school which enjoys a fine working relationship with many personnel and office managers throughout the city. Often these dropouts are able to choose from a variety of job openings compatible with their developed skills.

The policy of the placement office is to offer each graduate six or more interviews. The interviews are arranged according to the vocational interests of each graduate after an extensive conference between the Placement Director and the graduate. Each graduate prepares a resume for presentation to prospective employers, detailing personal information and acquired skills. The student is encouraged to attend all interviews so that he might be better able to weigh the alternatives available before accepting a position. However, many of the students accept a position after only one interview. Employment interviews are always held in the employer's office, never at the school.

The placement office does some follow-up placement for alumni who want to return to work after a period of inactivity or homemaking. In addition, the Placement Director tries to do some follow-up on the careers of graduates, but due to the constraints of time and other duties, is able to do so only on a limited informal basis. The office does keep a record of the number of jobs available as well as the number they have filled each year. Records are also kept of initial salaries received by the graduates.

(See Table IV.) The types of jobs taken by the graduates are also determined. (See Table V.) At present, about 98% of the graduates are employed in the city.

The present demand for the Boston Business School graduate is very great. For example, during the 1966-1967 school year, there were some 1750 jobs available to the graduates. (See Table IV.) All told, the placement office was able to fill less than 300. Certainly this indicates that the school's graduates are valued by the business community. Even more important, it shows the tremendous need for well-trained office help by today's business and commercial interests.

With Boston area high school graduates presently entering secretarial or clerical positions at approximately \$70 per week, it is worth from \$25 to \$30 a week more initially for a student to attend the Boston Business School. This conclusion is supported by the fact that the median starting salary for 1966-1967 Boston Business School graduates was \$94.56. The salaries ranged from \$85.00 to \$136.50, highly competitive figures when one considers that very few women involved in office work make more than \$100 a week in the city and the areas immediately surrounding it.*

Survey of Alumni and Employers

On March 28, 1968, the Task Force sent out two questionnaires. One was sent to a representative sample of 135 alumni of the Boston

*

Based on data from the 1968 Man Power Plan for the Boston Area conducted by the Massachusetts Division of Employment Security.

TABLE IV

BOSTON BUSINESS SCHOOL

EMPLOYMENT OPPORTUNITIES

AND

SALARY RANGE

1960-1967

	60-61	61-62	62-63	63-64	64-65	65-66	66-67
Employment Opportunities	\$65 -75	\$71 -82	\$75 -100	\$77 -110	\$79 -120	\$80 -125	\$85 -136.50
1700							
1600							
1550							
1500							
1450							
1400							
1350							
1300							
1250							
1200							
1150							
1100							
1000							
900							
800							
Median Salary	\$70.30	\$76.56	\$81.00	\$86.20	\$91.50	\$93.02	\$94.56

TABLE V

TYPES OF JOBS TAKEN BY BOSTON BUSINESS SCHOOL GRADUATES, 1966-1967

1966 - 1967

Industrial	33%
City, State, Federal Government	17%
Public Utilities	12%
Legal	9%
Banks and Investments	8%
Medical	8%
Educational Institutions	8%
Social Agencies	3%
Insurance	.2%

Business School who had graduated between 1960 and 1968. The other was sent out to 35 major business firms in the Boston area who regularly employ Boston Business School graduates. Both were asked to evaluate the strengths and weaknesses of the school's present programs and make recommendations for changes in its structure.

The returns from the firms had numbered only six at the time of writing, and this response is considered too small to be significant. The returns from the alumni have been gratifying; at the time of writing, the Task Force had received over 80 responses. Although each response has been read, they have not as yet been tabulated, so we have no definitive results to share. However, several themes kept recurring in the replies. First of all, there was general consensus among the graduates that the Boston Business School had provided more than adequate training and that they were better trained than most of the people with whom they worked. Four implications for program changes which were mentioned often were:

1. A need for more training in handling telephone calls, using a switchboard, and meeting people.
2. More training for important traits required by business - initiative, punctuality, business ethics.
3. Specific training in special areas - law, medicine.
4. Some type of accreditation for the school.

At the completion of this study, the returned questionnaires will be turned over to the Boston Business School staff for their use in evaluating their present programs and for planning additions or modifications to them. It is further recommended that the

school initiate a similar survey on a regular basis to constantly assess the quality and relevance of their offerings.

THE STUDY'S PROCEDURE

When the Task Force began work on Boston Business School project, it was decided that the major portion of the time spent on the study would be devoted to examining the types of programs and service the new facility should provide. Once this portion of the study was completed, the Task Force felt that the physical specifications would evolve naturally and would be written to accommodate the program of the new school.

One phase of the program portion of the study involved studying the program of the present Boston Business School. This was accomplished by weekly visits to the school for tours of the facility, interviews with its present administration, staff, and student body, observation of its instructional programs, and by visits with local and state public and private officials who have contact with the school. Lastly, questionnaires were used to poll a representative sample of the school's alumni and employers who use the school's graduates. They were asked for their evaluation of the school's present program and to make recommendations for program changes. The information gained during this stage was found in the part of the document preceding this section.

Another phase of the program study involved the identification of new trends in business education. This phase involved reading various books and journals related to the subject, discussions with local and state authorities in business education, correspondence with officials in other large cities across the nation inquiring as

to their programs and proposed new facilities, and visits to several colleges, junior colleges, and high schools to observe first hand their programs and facilities.

The third phase of the program portion of the study involved a close working relationship with the staff at the present Boston Business School. They were organized into committees and asked to share their thinking for the new school. They developed a tentative philosophy as well as specifying the kinds of physical facilities they felt the new school should have. During this time, the Task Force met regularly with the school staff to share information gathered during the second phase of the study.

The following philosophy, program recommendations, and educational specifications for the new Boston Business School evolved out of the process outlined above. Although the final product of the study is vital to the completion of the new facility, it is the opinion of the Task Force that the process of the study, particularly that portion which involved the school's staff, has been equally important in insuring that the new Boston Business School will make a viable contribution to the educational and business communities of the city. The school's staff made important contributions to this study's program recommendations; it is the Task Force's sincere hope that they make the even more important contribution of helping to implement these recommendations into actual practice in their new school.

PHILOSOPHY

The Boston Business School should seek to provide occupational training in business-related occupations for all Boston residents who wish to use the facility. The school should also seek to help students gain an understanding of themselves, their career decisions and choices, and their relations to other humans in society. The behavior of the graduates of the program should be assumed to be the best criterion for determining the success of the school's program.

The school's program should seek to provide:

1. The knowledge, attitudes, and non-vocational skills needed by all persons to be effective in their personal lives, their operations in the business world, and in their wider life in the community.
2. The vocational knowledge and skills needed for initial employment, for adjustment to occupational change, and for advancement in a business career.
3. The personal understandings necessary to enable graduates and students to make successful career decisions and to take advantage of further opportunities for education or training.

These three major goals of the Business School program should be considered interrelated. Such important goals as civic responsibility, self-actualization, ethical behavior, responsible social behavior should be included under all three goals since they

contribute to personal, vocational, and societal development.

In all aspects of their education at the Boston Business School, students should have the responsibility for making and living with their own decisions. In this respect the Business School should seek to model itself on the college where students operate their own organizations, select their own activities, plan their own use of time, select their own schedules and courses in conjunction with their advisor, and attend school only when attending classes or activities.

The school should endorse work experiences for all students. Transition to full-time employment is eased by prior exposure to the world of work. In addition, the school cannot simulate all of the conditions of business employment; thus opportunities for learning can exist on the job which could not be provided at the school. Part-time work experience also permits students to attend school who otherwise could not afford to. The school should make certain that all work experience is consistent with the students' objectives, is related to their coursework, and provides opportunities for learning.

The Boston Business School should endorse the idea that all students are individuals and progress at different rates. Programs should be designed for individuals. The work-unit construction of courses should permit students to complete work as quickly as they are able. Students should progress through work units according to their capabilities and should be able to complete a course on any day in the school term. Students should be encouraged to accept

responsibility for their own progress.

The Boston Business School should exist to serve the entire community. School population should come from diverse social backgrounds and should include all levels of intellectual ability and academic background. The aim of the school program should be to help all these students become worthy, employed members of the labor force. In addition, the school should recognize its special obligation to serve the adult and disadvantaged sectors of the Boston community by providing training and retraining programs designed to lead to employment and advancement.

The Business School staff should realize that occupational education can only be successful if it takes account of new technological developments in business occupations, the evolving needs of business, and the changing industrial pattern in the greater Boston area. Thus, the staff must constantly refine, expand, delete from, or otherwise alter the school's programs. Only in this way can the school best serve the employment needs of its students and the manpower needs of business in the area. The school should recognize its obligation to develop a close working relationship with Boston business firms in order to achieve this objective.

PROGRAM RECOMMENDATIONS

The Task Force does not recommend basic changes in the overall direction of the Business School program. To date it has been successful in achieving its designedly limited objectives. We propose some modifications, however, which are detailed in the following sections.

The educational program of the school should continue to consist of occupational training in the business subjects. We have recommended minor changes in some existing programs. We propose that some programs be added to the current offerings. Guidance and career development activity will be viewed as an integral part of program because the Task Force believes that they are essential parts of a sound educational program. Additionally, we shall make recommendations dealing with programs for lower-ability students, work experiences for students, adult programs, cooperative programs with other post-secondary schools, and an advisory board of businessmen for the school. The Task Force feels that these program recommendations reflect a need which exists in the business community of Boston and should adequately meet the needs and interests of the school's students.

Modification of Existing Program

We believe that the move to a new facility permits some worthwhile modifications and additions to the four programs which the Business School offers. We recommend that the school continually survey graduates and employers to enable the staff to

make other revisions in program as they become necessary.

We recommend that the Business School add coursework in machine dictation. It appears unlikely that machine dictation will ever completely replace shorthand. However, more and more firms do at least part of their work with dictating machines. Thus, clerical workers should have some experience in working from tapes. In addition, there is little or no salary differential (according to the Massachusetts Department of Employment Security 1968 Cooperative Man Power Report for Boston) between clerk-typists with or without shorthand. Therefore it appears that shorthand is a questionable subject for students who do not wish to pursue the executive secretarial course.

We also recommend that the school add work in stenotyping for those students who are interested. We do not feel that the majority of students require this work, but a market exists for the skill, and the course is closely related to other work pursued at the Boston Business School.

The Task Force feels that the school should provide a specialized facility for instruction in major business machines. We feel that this is part of any modern course in bookkeeping and records management. In addition, we believe that a need exists for some students with extra work in this area who could serve in the accounting-billing departments of major business firms. This room should contain various models of accounting machines equipped to make both punched paper tape and printed records of transactions. In addition, we believe that the present policy of providing

bookkeeping and accounting rooms with smaller model calculators and other accounting equipment is a wise one and should be continued.

The present program for the preparation of secretaries does not provide instruction in any of the specialized fields such as medicine, law, science, etc. because the staff of the school feels that the most important skills for any secretary (typing, shorthand, etc.) are basic to all secretaries. While the Task Force is in general agreement that all good secretaries must have these skills, and while the Task Force has found that special training in specific fields is not necessary in order to gain employment in those fields, Task Force believes that the students would feel more assured about accepting such jobs and would be able to give better initial performance if some training of a specialized nature were part of the program. On the other hand, we do not wish to encourage the school to add courses in biology or other subjects which they do not have the resources to teach well. As a result, the Task Force makes the following proposal. We propose that the school develop 4-6 week units which could be used in English and skill subjects during the latter part of a student's program. These units would provide work with the vocabulary of the subject, with any specialized procedures required by the positions, e.g. medical bookkeeping, etc. We believe that such units could be easily integrated into the other work of the school. In addition, we believe that the work experience should be used to provide students who are interested in careers in specialized secretarial fields with an opportunity to work in those fields. We believe that this

experience would provide the training necessary in specialized procedures far better than additional work in the classroom.

The Task Force recommends that the school add work in cost accounting to the program in accounting. We believe that the addition of this subject would help graduates gain in advancements. Presently, this subject must be learned either on the job or at night at Northeastern. In order to progress as an accountant, a person must possess this skill. In addition, we feel the school should examine this program to determine whether more work is needed on tax accounting.

We recommend that the school pay increased attention to grooming and business customs. Many students experience difficulty in their first jobs not because they do not know how to perform the job, but because they do not understand the peripheral requirements of the job. We feel that work experience can help the student understand the need for proper speech, good grooming, telephone etiquette, etc., but we also feel that the school has an obligation to make the best effort possible in this area. The staff presently attempts to do this, but the facilities retard their work. We believe that special rooms designed to teach students about grooming and dress should be included in the school. Because this is a post-secondary school, we do not feel that this course should be required of every student, but we do feel that the administration should reserve the right to suggest that students who would obviously benefit do so. We would like to see the school engage in programs where they would put on fashion shows and otherwise emphasize matters of wardrobe and grooming.

New Course Offerings

When visiting other business schools and consulting authorities in business and business education during the course of this study, the Task Force was confronted regularly with two areas of business training - Wholesaling and Retailing Occupations and Data Processing - not presently offered at the Boston Business School. Our consideration of these two areas and recommendations concerning them follow below.

Wholesaling and Retailing Occupations

In today's business community, there is a level of management that is too low to appeal to college graduates and too high for high school graduates. This level is represented by such positions as department managers for large retail stores such as J.C. Penny, Sears, and Montgomery Ward. The level is also represented in such wholesale occupations as warehouse management and inventory control. The positions usually involve the supervision of lower level employees such as salesladies, stock boys, and warehousemen. They also may involve buying, pricing, arranging displays, keeping inventories current, and the maintaining of some records. Most authorities agree that there is a dearth of qualified, trained personnel to fill these roles in business.

Because of the need in the business community for this training and because of its probable appeal to young males who wish to enter business without a four year degree, the Task Force recommends that the Boston Business School incorporate a Wholesaling and Retailing Occupations program into their course offerings in the new school.

We envision that such a course would include basic accounting skills as well as introductory classes in Business Organization, Management, Supervision Marketing, Business Psychology, Advertising and Display Techniques. One alternative open to the staff would be to add these subjects to the present Bookkeeping Course which already includes the basic accounting skills. Such a course might take 18-20 months to complete, so that a student going to school on a full-time year-round basis would be ready for placement into his first position within a year and a half after graduation from high school.

The Wholesaling and Retailing Occupations program should be set up cooperatively with local businesses similar to those mentioned above to allow for on-the-job experience while training. A cooperative program would also serve to create a viable market for graduates of the program. The proposed program should not be confused with the distributive education programs available in some high schools, where often the objective is to provide the student with any sort of work. This program should be geared to training students for initial-entry managerial positions. The Boston Business School staff should begin immediately to set up such a program, so that it could be operable by the time the new school opens. Where applicable, the program should draw on the resources of the Accounting Department of the Business School.

Data Processing

Data processing is a romantic field which many people want to jump into regardless of whether or not such a move is warranted.

Consequently, the Task Force gave careful consideration to the question of what the role of data processing in the Business School should be.

The business nature of the curriculum of the school plus the lack of programs to train technicians and other middle level scientific personnel make it unreasonable to train computer operators and repairmen at the Business School. In addition, both jobs will be part of the curriculum offered at the school system's new vocational center. However, we considered two alternative approaches to business-oriented data processing occupations; providing programs which would familiarize all persons at the school with computers and data processing in a general fashion, and training for business programming and unit record management as specific jobs. Either alternative or both could be adopted. We recommend adopting only the first for the following reasons:

1. All students should gain at least passing familiarity with data processing and computer operation. Increasingly, business is automating. Today any business employing over 3000 persons can be considered to require a computer. All graduates of the school are likely to encounter computers and computer input and output in their work. Thus, they should be familiar with the basic operation of data processing.
2. We do not recommend training for any specific occupations in the data processing field. Keypunchers earn low rates of pay. Companies even in this area are universally agreed

that they can train any typist to keypunch well in a few weeks. Since keypunch equipment is expensive, the investment does not seem warranted. We considered training persons in unit record equipment. This equipment does not tend to outdated especially rapidly. However, the skills necessary to operate the equipment are not great. A month's training is sufficient to produce a qualified operator on the job. There is no harm in providing the training if the school can arrange to get the equipment (which is quite expensive) cheaply, but the need does not appear to be great.

Business programming is a potential "coming" field. Salaries for business programmers can reach \$12,000, although \$10,000 for a programmer with little math background would be reasonable. COBOL and the business applications of FORTRAN do not require a knowledge of math beyond that of a high school graduate. However, programming cannot be adequately taught without a computer which will provide immediate turnaround for input. The most satisfactory method for teaching programming utilizes time sharing consoles. We recommend that the school offer this program and also recommend that the school system rent or buy a computer capable of operating time sharing consoles for use in the vocational center or Madison Park. The investment in a computer for the Business School alone seems unjustified at this time (or given the cost, at any other time). One note of warning should be sounded. Business languages are in a state of flux. As long as a time sharing system with a large

choice of soft ware was used, changes in language would not affect the investment. However, changes would require retraining the teacher - and they could make it difficult to get some student's jobs. Before any programming program was begun, the system should ascertain that area concerns would agree to hire graduates.

Certificate Classes for Non-Diploma Students

While the 90% passing standard employed at the Boston Business School has been largely responsible for producing quality graduates, we believe that this standard has greatly restricted the type of student the present program can accommodate. Each year, many students drop out of the school before completing an entire course. Many of these students drop out because they receive very tempting job offers. On the other hand, many of them drop out because they find they cannot meet the passing standard for all the classes included in their course, although, in many cases, they have successfully completed the initial classes. Even though the school is often able to place these latter non-graduates in lower-level office positions, the students take no formal recognition of their work with them from the school.

Especially affected by the present standards of the school are students with less intellectual ability or poor scholastic background. Most of these students are willing and able to work, if they could find jobs. However, because of lack of any marketable skill, when they find work, it is usually of the most menial type. It is our feeling that these students do not consider enrolling in the Boston Business School because of what are for them unattainable standards. We are afraid that a number of those who do enroll tend to leave the program early with minimal skills.

The Task Force feels that the Boston Business School, as a publicly supported institution, needs to provide alternative programs for a school enrollment drawn from widely diverse social

backgrounds. The school should be concerned with providing appropriate opportunities for students with marked intellectual differences and with various levels of accomplishment. In general, the Boston Business School needs to foster the belief that for everyone who strives for more training to improve his economic and social position, opportunities to do so should be provided. Because of the skills-oriented nature of its training, the Boston Business School should be able to make a vital contribution to business and industry.

The Task Force does not propose that the school abandon its 90% standard for its major course offerings. The standard does not seem too high for most students and insures a quality graduate that is valued highly by the business community. Attainment of such a standard warrants the prestige the graduate receives.

On the other hand, the Task Force feels there should be a way of recognizing the lower ability student who also needs training and a feeling of success. Therefore, we recommend that the school adopt the practice of providing certificate classes in which the lower ability student can obtain at least minimal marketable skills. In other words, the student could achieve a typing speed of 25-30 words per minute along with the rudiments of filing, etc., and be qualified for many lower-level clerical and typing positions. At the end of his studies, the student would receive a certificate of accomplishment and be placed with as much care as the graduate of one of the higher-level courses.

These lower-level courses, which would probably approximate the

initial courses offered to all students at present, could also be looked upon as remedial work for those who bring with them little or no previous training, but who would like to enter a diploma course. The student could be given a head start in the lower-level program, thereby making failure less imminent when he eventually enters the diploma course. Special guidance and counseling should be given to these lower-level students to insure that they have success and receive opportunities commensurate with their interests and abilities. As part of a recommended new emphasis on guidance services in the school, individual programs could be built around each of these lower student's needs and abilities based on initial counseling and testing procedures.

Work Experience

The Task Force recommends that every student continue to have the opportunity to have a part-time work experience while enrolled in the Business School. We further recommend that whenever possible, these work experiences be closely related both to the student's course of study and to the work he eventually hopes to do. Thus, the student would be able to earn money while learning about the expectations of the type of business-related work he is seeking. Students could utilize the proposed flexible scheduling in the new school to schedule work experiences in either the morning or afternoon. Whenever they were not at work, they would attend school. We recognize that some students will want to complete their programs as quickly as possible. These students should be allowed to study full time. Since the work would be part of their learning experience, supervisors from the school should visit the students on the job to evaluate their progress. The student's school work should be programmed on the basis of such evaluations. We also suggest that regular seminars be instituted to discuss the student's field experiences, with the student, staff members, and employer in attendance.

The Task Force recommends that the work experiences be carefully tailored to the abilities, interests, and needs of each student. This would be done by the student's own counselor, who would then work with the placement personnel to see that the most appropriate position for each student is found.

Expanded Guidance and Placement Services

The placement service at the Boston Business School is presently handled in its entirety by one person. This person also does some guidance work, but, by and large, what guidance the school presently offers is handled informally by the school's teaching staff.

Along with our recommendation for expanded course offerings to serve a broader spectrum of student abilities, interests, and needs, the Task Force recommends that the new Boston Business School establish a Guidance and Placement Department. We envision that this department would consist of a Director of Guidance and Placement and an initial staff which should include sufficient counselors to provide a 200-1 counselor/student ratio, one secretary to each two counselors, and three full-time placement persons. Because of the need to test and evaluate the interests and abilities of all entering students, we also recommend that the school have on its staff one full-time psychometrist.

The program should have a two-fold objective; it should strive to develop good mental health in students, and it should strive to develop students who will have rewarding career patterns. Good mental health is a major objective of all guidance programs and the recommendations which follow concerning the general mental health objective of the Business School guidance services could reasonably be applied to any guidance service. In its general program objective, we recommend the Boston Business School guidance service should seek

1. To help the individual develop positive attitudes toward himself.
2. To develop growth potential and self-actualization in clients.
3. To help the clients integrate the component parts of their personality so that they function as harmonious beings.
4. To help the clients develop autonomy, independence, and self-determination.
5. To help clients develop an accurate perception of reality.
6. To help clients master their environment - such mastery to include interpersonal relations, mastery of strange situations, efficient problem solving, etc.
7. To help clients develop a sense of worth.

The occupational information and placement objectives of the Guidance and Placement Service at the Boston Business School should be:

1. To provide information on vocations and on available positions in various vocations.
2. To help the client understand his abilities, interests, and aptitudes and to help him relate these to his life goals.
3. To help the client understand the varied demands, personal as well as vocational, which will be made on the job.
4. To help the student identify and develop saleable skills, and to help him develop the ability to "get a job".
5. To help the student understand the need for further training and education, and to encourage him to take advantage of any opportunities which he might have for

such education.

In pursuing the occupational objectives we have recommended, we believe the Business School guidance staff should remember that career development is one facet of life development. It cannot be totally separated from other kinds of guidance or education. It seems probable that most students would be entering the Business School at the moment in their lives when they have made a minor commitment to their career pattern and are in the process of exploring, in some detail, fields in which they might be interested. The entire program of the school should reflect this need; students should always have the opportunity to explore new career possibilities.

It would seem to be worthwhile to indicate the various relationships the students at the Boston Business School will have with the guidance services as they progress through their programs. All students, including adult students, will be tested upon entry to the school. These tests should indicate their competence in the various skill areas, as well as their possible interests. The student and his counselor should use these tests to work out an individual program which best meets the student's interests and which provides him with work at the proper level of difficulty. In cases of question, the student and not the counselor should make the final decision concerning what is appropriate.

The student would probably wish to remain with a single counselor during his stay at the school. However, this too should be his choice. During middle stages of the relationship, the

counselor would constantly help the student adjust his program to meet changing needs and interests and help him make initial decisions concerning career choice. In addition, the counselor would help in selecting an appropriate work experience for the student and should be responsible for visiting him to discuss his learning "in the field".

When the student prepares to leave the school because of graduation or other reasons, he would first go to his counselor to discuss job selection. After initial conferences, the placement office would be contacted to meet the student, help him learn interviewing technique and related "facts", and to set up interviews. We recommend that the placement function be separated from the counseling function since we believe that a placement officer wields too much influence over a student's future to permit development of a healthy counseling relationship.

Adult Programs

Qualified adults should be permitted to enroll in the regular programs of the Boston Business School. If demand for the regular program warrants, this program should be offered twice a day; on an early morning shift and again during the afternoon. In addition, special intensive training programs should be offered by the school. Wherever possible, we recommend that regular classes offered as part of the normal program of the school be used to provide adult training or retraining during regular school hours.

Programs for adults should be of three basic types. First, the school should offer intensive training courses in specific subjects such as typing, machine transcribing, shorthand, etc. These could be used as "brush-ups" by persons wanting to re-enter the working force or as a means of adding additional skills to the repertoire of persons already working.

Secondly, the school facilities should be used to provide office occupation training to unemployed and underemployed adults who wish to enter the labor force in the office occupations area. These courses would have a day-time component, although they should be offered at least in part at night to permit enrollees to work while attending. They would be similar to courses offered in the regular school program leading to basic clerical positions, civil service jobs, etc.

Thirdly, the school should make its facilities available to public and private institutions who wish to conduct in-service training programs for their personnel. For example, the Boston

police might wish to offer courses in typing to its force.

The adult program should strive to enroll the approximately 24% of the disadvantaged areas of the city judged to have a serious unemployment problem according to the model cities proposal. The school provides a service to the economy, the community, and the individuals involved when it makes occupational education leading to full employment available to such people. Enrollment campaigns may be necessary to fill these programs during the first years of operation.

The adult programs offered at the Business School should not attempt to drive the adult education programs in other locations in the city out of business. However, we feel that the unique facilities available at the Business School make it reasonable to locate most of the adult business programs at the school. Typing and other courses in great demand should still be taught at district high schools.

Recommendations for administering the adult education program at the Business School will be found under staffing.

Adult Programs - Summary

The main purpose of the Boston Business School is to provide occupational education in business subjects to persons who are classified as adults. The only distinction which can be made between the regular program and the "adult" program is in the short-term, non-comprehensive training offered in "adult" programs. It is the Task Force's contention that some persons will benefit

more from short brush-up courses or from intensive training which leads rather quickly to a job than from enrollment in the normal business school. However, most persons seeking to enter the school will probably best be served by enrollment in the regular program (or some portion thereof). Thus, the regular program should be available in the evenings just as university extension programs are. This type of adult program will permit the city of Boston to offer residents an opportunity to move "in and out" of formal education as demanded by their individual career patterns.

Cooperative Programs With Community Colleges.

During the last decade, the number of community and junior colleges in the country has grown at a very rapid rate. At the present time in the Boston area, the Massachusetts Bay Community College, presently located in Watertown, is contemplating a move into Boston. The Charlestown Community College is still very much in the planning stage, but it too promises to serve the greater Boston area in the next few years. One can only speculate as to the course the Commonwealth of Massachusetts will take in regard to junior colleges. We believe that as the demand for higher education increases, the junior college may become as commonplace in Massachusetts as it is now in California, Michigan, and Illinois.

If, indeed, the growth of community colleges does spread to the Boston area, the Task Force recommends that the Boston Business School investigate the legal and educational implications of establishing cooperative programs with one or several community colleges. This would eliminate the need for costly duplication of programs as well as facilitate students cross-registering to pick up a few needed skill courses or a few desired humanities courses. In either case, the individual program of each student would be enhanced. The Task Force realizes that the problems involved in such an endeavor might be quite complicated, but in terms of providing the best total educational program for the citizenry of Boston, we think it should be given serious consideration. The State Board of Community Colleges has expressed an interest in investigating such programs to the Task Force executive director. The next step should be taken by the school department.

Advisory Committee of Business Leaders

Over the years, the Boston Business School has come to be held in high esteem by the business community, evidenced primarily by the intense competition for the school's graduates. Recognizing the need to serve the community, the school has attempted to be alert to changes in business procedures as they occurred and periodically made changes in the course offerings by adding Business Law, psychology, and economics. The school, however, has not maintained a formal working relationship with the business community; any communication between the two normally comes either through informal feedback from the school's alumni or from employer's conversations with the placement office.

The Task Force recommends that the school take immediate steps to work with the business community to bring together an advisory committee of business leaders to meet on a regular basis with the administration of the school. It is further recommended that this advisory group meet several times a year, perhaps once a month, to discuss and review the school's program and the current needs of the business community. Such a committee could keep school personnel alert to new occupational trends and job standard requirements. Through the committee, the school could solicit the cooperation of business in establishing in-service training programs for its teachers and work-study programs for its students. Lastly, the creation of such an alliance should serve to solidify even more the school's current positive image with the business community.

BUILDING UTILIZATION RECOMMENDATIONS

In an effort to insure that the city of Boston gets the maximum benefit from money expended on the building, to insure that the school is utilized to its fullest, to provide services for a maximum number of students, the Task Force makes the following recommendations.

Scheduling

Since the Business School is not a high school, we do not feel that it should utilize high school scheduling patterns. Instead we recommend that the school adopt a college type of schedule which would require that a student attend only when he or she had a class. Classes are not required to meet any specified number of minutes per week; therefore, classes should be scheduled only when they are required by the subject. So called flexible scheduling will permit programs to be broken into modular parts so that students are not required to spend identical amounts of time in each class regardless of the amount of time required to provide instruction in the subject. In addition, we recommend that the Boston school system consider the possibility of providing individual flexible schedules through the process of scheduling adopted at the Nova Schools in Florida, in which students are able to schedule new programs each day according to their needs. Such scheduling requires the use of computer centers; however, if Madison Park and the other high schools are scheduled daily by computer, it should be a simple matter to add the Business School

schedule to the work load of the scheduling center. If this cannot be done immediately, schedules should be created for not more than a semester. Schedules should be created so that students spend only the amount of time anticipated necessary in any given class in teacher-directed instruction. The remainder of the student's time should be divided between work in the library and the Skills Training Center. Students could also use this time to operate student activities.

Extensive guidance facilities and staff would be necessary in order to help each student build the schedule most suited to his particular needs. This staff should continue to help the student determine the type of part-time work experience which would be most suited to his job expectations or which would provide him with the widest possible range of experiences. The placement staff would then be expected to fill this "order".

A Year-Round School

Traditionally, the Boston Business School has operated on a ten month basis, following the same calendar year as the Boston elementary and secondary schools. This means, therefore, that students who are behind schedule in a ten month course must cease their schooling during the summer months, try to find a short-term job, and then come back to the school in the fall to finish their work in a month or two. The student behind schedule in the Executive Secretarial Course has to interrupt her schooling twice because of the ten month school year. Placement services, too, must be discontinued during the summer, although the current principal indicates that prospective employers call the school continually during the summer looking for graduates.

The Task Force suggests that a ten month school year for a post-secondary, skills-oriented school such as the Boston Business School is unrealistic in 1968. It not only introduces discontinuity into the schooling of its students and, therefore, delays their entrance into the eventual position for which they are being prepared, it also reduces their contribution to the Boston business community, an important reason for the school's existence. It is inconceivable that the City of Boston and the Boston School Department would authorize an expensive, new, post-secondary school in a central location of the city and then allow it to be utilized only 75% of the year.

The Task Force strongly recommends that the Boston School Committee, the central administration of the Boston Public Schools,

and the Boston Business School administration and staff plan to operate the new Boston Business School on a year-round basis. The Task Force sees no reason why the present program and the additions this study recommends cannot be adjusted to a year-round schedule. Certainly, a school with a policy of providing a continuous progress type of program, such as the present school now does, could make this adjustment rather easily.

Anticipating the question concerning school department policies involving the length of the school year, the Task Force reminds the school department of the uniqueness of this school and the need for new policy concerning it. Anticipating the problem of staffing a school on a year-round basis, the Task Force suggests the school department investigate other schools of a similar level where year-round classes are held (i.e. junior colleges, private business schools) for ideas for year-round staffing procedures. When the decisions on staffing policy for the new school are made, the decision-makers should bear in mind that the operation and staffing of any school should accommodate the needs of the students and the community. When the converse is true, it is time for a hard look at the status quo.

PERSONNEL RECOMMENDATIONS

Although the Task Force was not specifically charged with developing recommendations for personnel practices in the Business School, we feel that a good staff is the heart of a good school and, therefore, make the following recommendations.

Administration

Whereas the present Business School is administered solely by one Head Master, we recommend that the new school have an administration composed of a Head Master and two assistants. The inclusion of an afternoon and evening program for both full and part-time students calls for the addition of one of these assistants. Presently, evening programs in the school are not the responsibility of the Head Master, but are directed by a special staff man appointed by and responsible to the Director of Adult Education. Since we feel that the Head Master should be responsible for all activities which take place in the building, both day and evening, we recommend that he be given an assistant to coordinate and direct the late afternoon and evening studies.

The Task Force presumes that when the Business School's expanded program goes into operation, the Head Master will spend considerable time working outside the school. If the new programs are to succeed, he will need to maintain a very close liaison with the city high schools, the business community, and the community at large. Because of this, we recommend that an assistant be designated to coordinate the school's regular program and be

responsible for curriculum innovations and changes. Both of the assistants would be directly responsible to the Head Master, who alone should bear full responsibility for the school's total program. Because of the school's special nature, every attempt should be made by the school department to find administrators for the school who have expertise in business education and who are committed to continually re-shaping the programs of the school to meet the constantly changing needs of students and the business community.

Instructional Staff

The Task Force has several recommendations to make with regard to the teaching staff to be employed in the new Business School.

1. At present the staff attempts to keep abreast of new developments in business and business education. We feel that this is a vital activity which should be encouraged by the school system. We recommend that the school system provide paid summer programs which permit teachers to participate in developing new curricula in business education and to learn new techniques in business education. During the year the teachers should be involved, with provision made for released time, in visiting business, in investigating new developments in business practices. We recommend that IBM and other companies should be sought out to determine whether they would be willing to provide some teacher training in new technology.
2. There is an increasingly vital need for correctly written and spoken English in the modern business world. New English curricula and new approaches to teaching reading, writing, speaking have been developed to meet this need. These developments should be utilized at the Boston Business School just as they should at all schools.
3. We feel that the students at the Boston Business School would benefit from having as teachers a reasonable percentage of persons who have actual experience in business. Such personnel might be hired on a full-time

basis or be shared on a part-time basis with a local business concern. It is suggested that these persons be referred to as Teaching Associates.

4. We believe that the Boston Business School should develop a staff dedicated to the special problems of post-secondary occupational education. We feel that the school should not provide a "high school atmosphere". As a result, we feel that the special demands of teaching at Boston Business School require a specially selected faculty. We recommend the abandonment of the present practice under which any high school teacher can apply for a transfer to the Business School regardless of whether or not he/she belongs there. The staff for the school should be selected for their training, skill, and probable contribution to the school's program, and not on the basis of seniority.
5. The Task Force recommends that the instructional staff be divided into four interdisciplinary teams, each to share common office and planning facilities. These teams conceivably could be organized along the lines of the programs presently offered - Bookkeeping, Accounting, Shorthand, and Executive Secretarial. Using this arrangement would provide members on each team from all of the subject areas taught in the school. We recognize that occasionally departments or subject areas may want to meet together, but we recommend strongly that most planning take place in interdisciplinary teams. Team teaching is becoming

increasingly popular in business education. The proposed facility will lend itself to extensive use of team teaching. For these two reasons, we recommend that the school department carefully investigate its potential and take steps to implement such a plan in the new school. We feel that such an arrangement would facilitate better communication between the various subject areas and provide for an integrated, rather than fragmented, approach to the school's program.

SIZE RECOMMENDATION

The Task Force recommends that the new Boston Business School be built to accommodate 1200 student stations. It should be recognized that this recommendation represents our best estimate based on discussions with school officials, our assessment of the possibilities for growth with a larger and broader program offering, our recommendation for inclusion of part-time as well as full-time students in the new school, the ever-increasing need for persons with business skills, and our knowledge of past higher enrollment figures at the school.

The recommendation of 1200 student stations does not preclude a much higher enrollment in the school. Complete utilization of the building, by changing all scheduling of classes to a collegiate rather than high school model, and by offering late afternoon and evening classes, should enable the school to handle as many as 2500 students daily.

We envision that 150 of the student stations will be located in the Skills Training Laboratory. The remaining 1050 stations will be provided in the various types of classrooms specified for the new building.

SITE RECOMMENDATIONS

The site selected for the location of the new Boston Business School should be chosen on the basis of the following considerations:

1. It should be located near or within the business community of downtown Boston. This proximity to the business section would provide many part-time job opportunities within a short distance of the school. It would also facilitate the school's establishment of cooperative or work-study programs with near-by businesses. With the school in such a location, the whole business community should be looked upon by the school as a large learning laboratory.
2. It should be located in a central location of the city to provide for equal accessibility to it for students from all parts of Boston.
3. It should be located on or quite near (within a block) public transportation to allow for convenient access to the school for students and faculty.
4. It should be located in a neighborhood environment that will not preclude full utilization of the building both day and night. It should be located in a part of the city which the students feel comfortable to enter and which is well-lighted and safe at night.
5. It should be located on a site of approximately two acres. The study presumes that the building will be of a high-rise

1. *Introduction*
2. *Methodology*
3. *Results*
4. *Conclusion*

nature and not take a great amount of actual land space by itself. However, the site should also provide some space for off-street parking for faculty (approximately 50 cars), as well as space for a small courtyard area for student use. This recommendation is based on the best estimate we could make without architect's drawings and knowing for sure the final configuration of the building.

In summary, we recommend a site of at least two acres located in a desirable section of downtown Boston, situated near the business community, and within a block of public transportation. We envision the school would be located within the area roughly bounded by the Government Center to the north, Commonwealth Avenue to the west, the Prudential Center on the south, and the Southwest Expressway to the east.

In determining site, the Task Force recommends that the Public Facilities Department explore leasing space in an existing or new high-rise commercial building in downtown Boston as a possible alternative to building a new school. The leased floors could then be modified and equipped to accommodate the school's program as outlined in this document. There are serious problems involved in such a situation, including severe student traffic problems through the lobby of the building. Also, there is some question whether or not such an activity would be welcomed by the building's commercial and professional occupants. However, within the confines of its leased space, the school could probably operate as normally as within their own building. If such an arrangement

were used, provisions should be made to include the school on the lower floors and to make it as unobtrusive as possible to the rest of the building's occupants.

A number of factors must be considered in making the decision to buy or lease. The school's present facility and location are totally **unsuitable**. If the school is to survive, it must be relocated as quickly as possible. The Business School could be replaced by community colleges or improved comprehensive high schools (this appears a remote possibility). Technology might advance to the point that the demand for office personnel was significantly reduced. It would seem unwise to invest in a facility which could not be converted to some other use after a ten year period. Cost figures should also be computed - including cost of probable upkeep.

FACILITIES RECOMMENDATIONS

The following sections present the Task Force's recommendations for the facilities necessary to implement the proposed Boston Business School program. The recommendations are divided into four categories; Physical and Environmental Factors, Non-Instructional Areas, Related Instructional Areas, and Instructional Areas.

The section entitled Physical and Environmental Factors describes the general climate which the Task Force believes should pervade the entire building. Recommendations are made concerning carpeting, chalkboards, lighting, and other material or technical facets of the building which apply in general to all spaces in the facility.

The section entitled Non-Instructional Areas presents a description of space and space utilization necessary for the design of areas essential for building operation.

The section entitled Related Instructional Areas deals with areas such as the library and the Skills Training Laboratory which are an integral part of the instructional function of the building, but which are not used for one specific purpose or in one specific program. The design of these areas in large part determines the "design success" of the building since the classroom areas and the non-instructional areas center around this "common core". In addition, these are the areas which will provide the architect the greatest opportunity to exercise his creative talent.

The Instructional Areas constitute the bulk of the building. Most "teaching" will take place in these areas. Each "classroom" serves a distinct function. However, certain inter-relations exist and should be accommodated in the design. A natural relation exists between office practice, typing, shorthand, and duplication rooms. These should be located in units which include several regular classrooms. In the same fashion, the accounting, machine bookkeeping, and record management rooms are naturally related and should be planned as units.

Since the Task Force feels that a good school should be as flexible as possible, and since we feel the expected success of the Skills Training Laboratory concept might warrant the creation of more "labs", the Task Force recommends that interior walls not be load-bearing.

The Task Force further recommends that every effort be made to design an interior and an exterior representative of the "downtown" atmosphere desired at the school. The "schoolhouse modern" or "American motel" styles should be avoided at all costs.

PHYSICAL AND ENVIRONMENTAL FACTORS

The Environmental Atmosphere

The general atmosphere or environment produced by the structure should be pleasant and inviting. The general design should not be one of an institutional nature, but rather one which implies informality and unobtrusive efficiency. The building should be interestingly laid out to produce variation between areas but should still retain continuity through the use of unifying transitional areas and materials. The use of color and texture ought to be carefully planned to be in keeping with and contributing to the general feeling of interest and variety outside and inside the structure.

Heat and Ventilation

Heat and ventilation service must provide healthful and comfortable conditions in all parts of the building at all times of the year. The noise level of service equipment must be so low that it will not interfere with activities or be distracting to occupants of the building. Temperature must be locally controlled in all offices, classrooms, and special areas. There should be no cold spots or overheated spots. Corridors, lobbies, and alcoves should not be overlooked.

In addition to local thermostatic control of individual building spaces, there should be arrangements for providing full heat to various large sections heated or kept at a minimum maintenance temperature.

The zoned control of heating should allow independent control

of heat for:

1. Office spaces
2. Lecture Hall and Lobby
3. Library - Skills Training Laboratory Complex
4. Classroom sections used for evening instruction
5. Combination dining, lounge, and auxillary study area

Special attention must be given to the provision of adequate ventilation and good control of heat for offices, conference and work rooms, storage space, and other relatively small spaces that are often neglected in ventilation design. Toilet rooms require special attention in the provision of adequate ventilation.

Air Conditioning

Since the building is to be used on a year-round basis, there should be a built-in air conditioning facility.

Artificial Lighting

Because of the practical impossibility of providing enough day lighting within all parts of the building at all times during the day, and because of the need for using the building at night, it is necessary to provide artificial light sources in all interior areas and some exterior areas. On dark days, natural light will need to be supplemented by artificial light in some part or in all of the room.

Except where special requirements for certain areas are indicated in this document, it is expected that total light resources

will provide not less than 50 and preferably 60 foot-candles of illumination on every student's desk or work surface.

Specific recommendations derived from experience may be listed as follows:

1. For classrooms, offices, cafeterias, etc., fluorescent light is superior to incandescent.
2. Classroom lighting should be sectioned so that the area least well lighted by daylight can be given supplementary artificial light without turning all such lights on. Usually this area is one which is most distant from a window wall if there is one. Generally, the artificial lighting is arranged in three banks, each individually switched.
3. Corridor switching should have multiple controls at strategic locations - entrances, intersections, etc.
4. Wherever there is multiple switching and wherever else there are long runs of switch wires, low voltage controls may be installed.
5. Lights in parking spaces and around the building to illuminate entrances, steps, walks, and drives should be provided with time-clock controls. Such lighting should be designed for convenience, safety, and protection against vandalism.

Natural Light Control

So that each room may be used for movies, film strips, and other visual aids requiring darkness, each room with an outside exposure should be equipped with some type of opaque window-darkening agent. Although we leave the final decision in this

matter to the architect, we recommend serious consideration of vertical venetian blinds or opaque draw draperies to serve as room-darkening agents.

Acoustics

Control of sound has become a problem of importance in modern school buildings. The proper use of suitable acoustic materials is necessary for classrooms, corridors, lobbies, toilets, cafeterias, etc. This problem is particularly important in business schools since many activities generate high levels of noise. Rooms which need special sound treatment will be noted.

In areas subject to dampness or condensation, the acoustic materials must be inorganic and attached with and to rust-proof and moisture-proof supports and backing.

Carpeting

The recent development of the use of carpeting has contributed to the techniques of acoustic design for schools. The nature of the program of this school is such that we feel the use of carpeting for acoustical reasons is justification enough for its inclusion. However, we also recognize the value of carpeting for enhancing the overall attractiveness and environment of the school. For these reasons, it is strongly recommended that carpeting be used throughout the school, with the exception of the duplicating areas and the combination dining, lounge, and auxillary study area.

Surfaces and Color

The choice of materials for floors, walls, and ceilings is

fundamentally a province of the architect. It is, however, proper here to describe desirable properties and functions. The matter of acoustics has already been treated.

All ceilings should be light in color with a light reflection factor of about 85%.

Flooring in toilets and other areas subjected to considerable moisture should be of a non-absorptive nature in order to promote cleanliness and freedom from odor.

In considering flooring in any area of the structure where carpeting will not be used, attention should be focused on the color and pattern selected. To maintain desired brightness ratios, a reflection factor of from 30-40 percent is desirable.

All tile floors should have surfaces resistant to slipping.

Any consideration of wall surface materials, texture, decoration or color will be related to the basic design of the structure. Whatever the treatment of these factors, the one essential is that it be consistent with the tone, character, or "feeling" that the architect is trying to establish by his design. Wall surfaces should be generally light in color and a variety of colors may be used.

Surfaces around doors, and those portions of corridor walls which are easily reached by pupils passing by should have surfaces strongly resistant to marring, discoloring, or other forms of damage. The wall surfaces of classrooms below chalkboards and tackboards should also be resistant to damage.

In general, care should be taken to insure that the interior

of the building does not present too much of an antiseptic, institutionalized appearance. Color and texture of surfaces may be used to provide a friendly and comfortable atmosphere.

Chalkboards and Tackboards

Chalkboards and tackboards not only have functions to be performed efficiently, but also, since they cover a great deal of wall surface, they can be designed to contribute to the esthetics of the instructional spaces.

With the exception of portable sections, both chalkboards and tackboards should be securely mounted and solidly backed. Aluminum trim and aluminum chalktrays are preferable to wood. New developments include sectional installations providing for interchangeability. This particular installation for each instructional area is a matter for determination in detailed planning on the same basis as equipment is selected with particular program and staff needs to be considered.

Chalkboards should be made of a non-porous material which will not absorb water and from which chalk can be erased easily. Porcelain covered steel mounted securely on plywood has been shown by experience to be quite satisfactory and has the additional advantage of holding magnetic markers. However, new materials with desirable characteristics are constantly being developed.

The surface and color of chalkboards should be such as will provide sufficient contrast with chalk (at least with white or yellow chalk) to make writing easily readable from reasonable

distances and angles. In recent years, various colors of chalkboards have been developed which make it unnecessary to rely only on green or black. The use of different colors in different spaces combined with the imaginative use of color on other room surfaces has made the modern classroom a much more interesting space in which to work.

Tackboards in a school are a feature not to be reserved for the classroom alone. Tackboards placed in areas such as offices, staff rooms, corridors, lobbies, lounge areas, etc., are a necessity. A good quality of material should be used. Until recently the best seemed to be corkboard, which has been available in a limited range of colors. It held tacks and pins well and was self-healing. The recent development of vinyl covered composition boards has been interesting. The vinyl cover is reasonably self-healing and is available in a wide range of colors to add to the decoration of the room. It is also easily cleanable and hence, large wall areas can be used for display purposes if desired.

Toilets and Water Service

Toilet rooms for students must be located convenient to instructional areas, yet so placed that they will not in any way interfere with the expansion of classroom wings or the rearrangement of partitions as the use or size of classroom areas may be changed at some future time. Additional toilet rooms should be located near areas where large groups congregate, such as the lecture hall or dining, lounge, and auxillary study area. These facilities

should be arranged so that they will be accessible even when the rest of the building is cut off from use by doors or gates.

All toilet rooms should have acoustic treatment. All materials including wall surfaces, compartments, ceilings, and floors should be impervious to moisture, easily cleaned, and resistant to marking or scarring. Equipment should be securely mounted and plumbing should be arranged in such fashion that it cannot be easily damaged. Fixtures should be made of a metal that will not rust or corrode.

Custodians' slop sinks should be conveniently located in custodian closets throughout the building. These slop sinks might well be of the open floor type.

Hot and cold water should be available at all outlets. Cold water at drinking fountains should be cool enough to be palatable. Hot water should be hot and thermostatically controlled, and hot water at all outlets should be sufficiently independent of the general heating system so that summer use will be economical and convenient.

To maintain cold water for drinking, wall-hung coolers or other such cooling devices should be used - particularly to avoid the necessity of continued running of "cold" water in order to cool it.

Sink facilities should be provided in all classroom areas - these facilities need be nothing more than a single sink with cold and hot water, set flush into a work counter. Duplicating rooms and teacher work areas will need additional sink and water facilities

including special draining facilities.

Electrical Service

Because of the school's heavy emphasis on the use of electrical business machines, learning-laboratory instruction, and audio-visual instructional techniques, careful planning should be given to the provision of adequate electrical service. To permit flexibility in room arrangements and instruction techniques, all classroom areas should have several electrical outlets on each wall. Electrical outlets to service individual student stations (Skills Training Laboratory, typing, carrels, machine dictation, etc.) in various areas of the building will also need to be provided.

Elevators

If the building is over four stories in height, at least four automatic passenger elevators should be included in the school. Present high-rise schools have experienced severe traffic difficulties between classes because elevators can accommodate a relatively few students at one time. To help alleviate the problem, it is suggested the elevators be set to operate on a skip-stop basis, thereby eliminating so many time-consuming stops. Another alternative to solving vertical traffic problems is to install escalators. These are much more costly, but may be worthwhile when one considers the extent to which they would facilitate student traffic. If the building is less than four stories in height, there should be one freight elevator in the building for moving supplies and furniture, as well as for daily custodial use. This elevator should also be outfitted to serve handicapped students who may be using the building.

NON-INSTRUCTIONAL AREAS

Administrative Suite

The administrative suite houses the facilities and personnel necessary for the management of the school and the consideration of pupil problems. Because of the many functions this area must serve, the administrative suite has several specialized space requirements. The spaces which are necessary for the Boston Business School include an office for the head master, offices for his assistants, a conference room, a reception area, a clerical workroom, a storage room, and rest room area. The administrative suite should be centrally located with an entrance easily found and used by the public. The administrative suite, often the public's first impression of the school, should be appointed to create within it a warm, friendly, and open environment utilizing such amenities as carpeted floors, paneled walls, brightly colored equipment and furnishings, indirect lighting, and separate thermostatic control of temperature. This area should provide:

1. Head Master's Office - The head master's office should have a floor area of 200 square feet and be located to permit easy access from the reception area. There should also be a second exit into a convenient corridor or lobby space. This room should be carpeted, provided with indirect lighting, and have an adjacent lockable closet.
2. Two Assistant Head Masters' Offices - The assistant head masters' offices should have about 150 square feet of floor area and be fitted up similar to the office of the head master.
3. Conference Room - The conference room should have a floor area of 180 square feet. Ideally, the conference room should be

located between the head master's office and the offices of his assistants, with the conference room directly available from each office, as well as from a corridor or convenient part of the lobby. If this arrangement is not possible, the conference room should at least be located adjacent to the head master's office.

4. Reception Area - The reception area of the administrative suite should have a floor area of approximately 150 square feet and be located directly off the main lobby so that it is immediately available to parents and other visitors. To insure a warm, friendly arrangement, the reception area should be carpeted and furnished with comfortable lounge-type furniture. This area should provide a desk (with typing "L") and chair for a receptionist-clerk.

5. Clerical Workroom - The clerical workroom should have about 400 square feet of floor area and be easily available to pupils and teachers. This area, in which most of the office work will take place, will be separated from the reception area by a partition. A cabinet, with built-in sink and counter facilities for current work storage and clean-up activities, should be installed along one wall.

The clerical workroom will serve as the repository for the intercom system console, as well as housing facilities needed for an internal telephone system. Because of its central location and easy accessibility to staff, this area should contain a built-in 50 unit mailbox (each large enough to handle 10"x14"x6" packages) and a tackboard for notices and posters of general interest to the teaching staff. It is assumed that the clerical work area will be

carpeted with the possible exception of the floor areas adjacent to sink and cabinet space.

6. Storage Room - The storage room for the administrative suite should contain 120-170 square feet and be located adjacent to the clerical work area. The area, which will accommodate previous records and office supplies, should have at least two walls lined with shelving. In addition, free-standing shelving with wider shelves could be placed in the center of this area. A lockable steel cabinet for flammable materials should be located in the storage room. A vault also can be located in this area. A composition floor, such as vinyl, would be adequate to serve the purpose of this room.

Guidance and Placement Office Suite

This area should contain a total of 3000 square feet. It should be located in the main flow of student traffic to make easy access possible. Appointed in a manner similar to the administrative suite, this area should provide:

1. A director's office of 200 square feet. This will closely resemble the head master's office.
2. Six counseling and three placement offices, each containing 100 square feet of space.
3. A testing area containing 300 square feet, acoustically treated and accessible from the counselors' offices.
4. Four interview rooms, of 100 square feet each, accessible to the placement offices for use by visiting companies interested in hiring students. These could be used for testing in an emergency.
5. One psychometrist's office containing 100 square feet.

6. A records area containing 250 square feet with provision for a fireproof vault to secure files. In addition, the room should be lined with file cabinets.

7. A conference room of 300 square feet should be included. This would be used for small meetings of the counseling staff. It could be designed to provide additional storage as well.

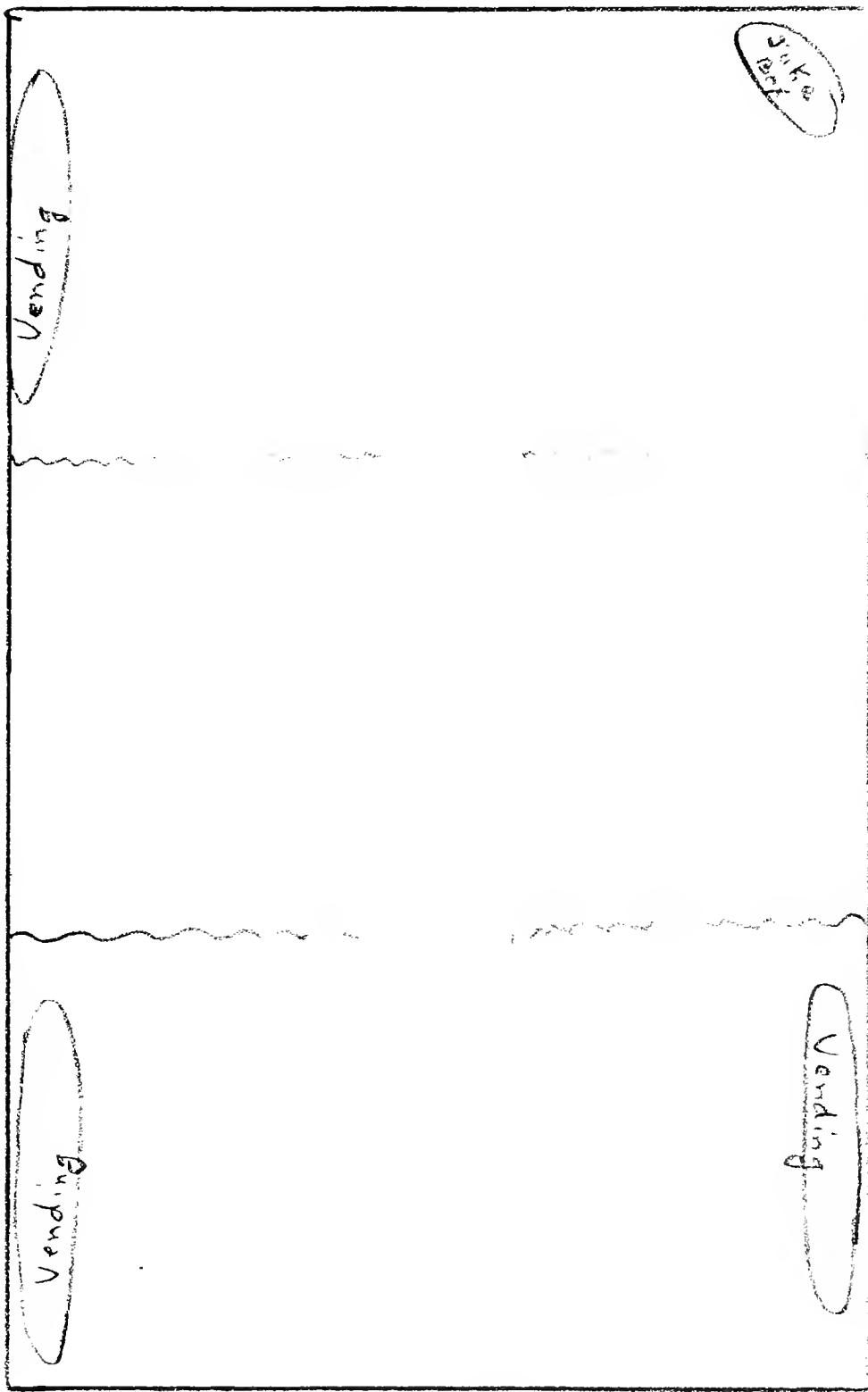
8. A career library containing 250 square feet of space should be included. This could serve as the waiting room for the entire area. Shelves should line the walls and a receptionist's area should be provided.

9. A secretarial pool area should be provided serving the counselors' offices. This should contain approximately 400 square feet or room to adequately house five secretaries.

Combination Dining, Lounge, and Auxillary Study Area

We believe that the flexible nature of the Business School schedule, the age of the pupils, the absence of federal assistance for lunch program at post-secondary levels, and the fact that many pupils will be coming or going to work during the noon hour and may choose to eat outside the school militates against providing the standard school cafeteria for the Business School. In recent years, many secondary schools and colleges have been installing vending machines as an alternative to the cafeteria. These machines, which can provide a large variety of food and drink, are installed, filled, and serviced entirely by the owner who contracts with the school to install them. They are capable of providing a meal or

SCHEMATIC OF COMBINATION
DINING, LOUNGE, AND AUXILLARY STUDY AREA



4500 Sq. Ft.

snack comparable in price to a cafeteria meal. In addition, the school is spared the expense of the installation and maintenance of expensive cafeteria equipment as well as the cost and bother of employing a cafeteria staff.

We recommend that a space approximately 4500 square feet, capable of seating 300-400 students be provided as a combination dining, lounge, and auxillary study area. By employing flexible partitions, the space could be divided into four or six smaller areas. so that students do not have to eat, socialize, or study in one large room. (See the attached schematic.) Vending machines dispensing sandwiches, soup, candy, and drinks should be located around the room so that a bank of machines could serve each sub-divided area. This area should be appointed with brightly colored tables and chair, A juke box should be provided in this area.

Student Lounge Areas

In addition to the large dining, lounge, and auxillary study area, we recommend the creation of six small student lounges to be located throughout the school. Each lounge area, of approximately 250-300 square feet each, should be capable of seating comfortably 15-20 students and should be provided with one or two vending machines to dispense drinks and sandwiches. These rooms should be furnished with armchairs, sofas, and other uninstitutional furniture. These areas should be carpeted and acoustically treated. The principal criteria for these lounges should be comfort and attractiveness.

Student Activities Offices

Four offices of about 150 square feet each should be provided for such student activities as the newspaper, student government, yearbook, etc. These offices might be located anywhere in the building so long as they had easy access to a room containing typewriters and duplicating equipment.

Small Conference Rooms

Provision should be made for six small conference rooms, each approximately 200 square feet in area, to be located throughout the school. These rooms will be used for pupil meetings, an additional study space, for counseling by teachers, and for other types of small group activities. Included in each of these rooms should be a chalkboard, a tackboard, and a pull-down projection screen.

Health Suite

This unit, of approximately 600 square feet, may well be located close to the administrative and guidance offices. There should be a waiting room easily accessible from a main corridor or the main office reception area. The usual requirements are an office for the school nurse and a space for examinations and first aid. There should be a washbowl in the examination room.

There should also be cot spaces for sick or injured pupils. Two or three cot spaces, separated and closed off by curtains, should be provided. There should also be toilet facilities conveniently adjacent to the cot spaces.

Lockers

Each student should have some locker space in which to store his coat and other outerwear. Since modular flexible scheduling will be used, it would be desirable to cut down the traffic in the halls during times when some students would be in class by locating clothing lockers in a specially designated area. If this is done, then hall lockers should be provided for each student's books. In order to reduce the space needed, the clothing lockers could be shared by an evening and a day-time user (each having his own book locker). It is estimated that 1200 lockers require about 2500 square feet. Locker space should be located in areas which would not be easily adaptable for instructional usage and should be near the building entrances. Combination locks should be provided for both clothing and book lockers. Space for book storage should be provided under pupils' chairs so that they may take several books to any single class.

Storage

Business education subjects require a large quantity of supplies and supplementary materials. Thus, the classrooms areas in this school should provide for a greater than average amount of storage space. In general, each classroom area will require cabinets built in under counter spaces along fixed walls. It is also advisable to provide some movable storage units, possibly of several somewhat standardized designs, which can be interchanged with the varying needs of teachers. Storage facilities should be so

arranged so that it will accommodate the special types of items that need to be stored. Instructional equipment should have storage space separate from that provided for books and supplies. Each classroom should provide one lockable four-drawer file cabinet. Since some rooms such as typewriting, office practice, and duplication rooms need more space than others, the special storage requirements for individual rooms will be noted in the individual room specifications later in this document.

One general storage room of approximately 250-300 square feet should be provided near or adjacent to each team office-lounge complex. This area should provide space for both the storage of instructional equipment as well as shelving for the storage of books and other instructional supplies. Provisions for the storage of teachers' personal supplies and outerwear should not be included in the classroom areas, but rather be located in the teacher office areas.

Telephones

In addition to the outside telephones serving the offices, there should be an internal telephone system connecting all classrooms, workrooms, offices, and special areas. This should be an automatic system providing for inter-communication among all stations.

In a few convenient locations, there should be pay telephone stations for student and adult use. Some pertinent locations are the auditorium lobby, the combination dining, lounge, and auxillary study area, and in a couple of the small student lounges.

Public Address System

A public address system should serve all classrooms and special facilities with control and selection possible in the main office. There should be pick-up facilities in the auditorium, combination dining, lounge, and auxillary study area, and possibly there should be a mobile pick-up. There should be central override of all other originating stations. The system should be one-way.

Parking

Parking shall be required for a minimum of fifty cars. The amount and type of parking facilities provided naturally depend upon the location and physical characteristics of the site. Since this is a post-secondary school which will be used for evening classes, it would be desirable to provide as much parking as possible. Parking must be secure so that cars can neither be stolen or vandalized. If a small downtown site is selected, consideration should be given to using underground parking.

RELATED INSTRUCTIONAL AREAS

Interdisciplinary Team Office and Lounge Areas

Team offices should be located adjacent to clusters of classrooms so that team members will have work space close to their teaching stations. The building will require eight such areas designed to accommodate 7-8 staff members each. It would be possible to combine two team offices in a back-to-back spatial arrangement in order to have them share storage, toilet, and lounge facilities.

Each office should include approximately 200 square feet of space with eight built-in work carrels with lockable drawers provided along the wall. The room should also contain space for a table. A counter, sink, and storage space should be provided along one wall. Book shelves should be built in above the carrels.

The common lounge area should be approximately 350 square feet in area including coat closets and toilets. This area should have built-in shelves on one wall to provide for a professional library. The space should include a chalkboard, duplicating equipment, typewriters, and lounge furniture.

Lecture Hall

A lecture hall capable of seating 300 students should be provided in the school. This facility would be approximately 3000 square feet in area. The lecture hall will be used mainly for demonstrations, discussions, and meetings in conjunction with the program of the Boston Business School. In addition, it will be available for community use. When not in use as a lecture hall,

this facility should be capable of providing back-up space for regular program activities; therefore, it should be divisible into smaller units in which several classes could simultaneously receive large group instruction. Theater seating should be provided, each seat being outfitted with a movable desk arm.

The area will require a platform presentation stage with a full range of amplification and audio-visual equipment. A projection booth of professional quality should be provided at the rear of the auditorium. Care should be taken that visibility and acoustics are adequate for every seat in the hall.

The hall does not need to be centrally located. However, it must be located so that it can be entered directly from the outside. A lobby with public toilets, drinking fountain, and coat room should be provided. Access to the stage from an adjacent corridor should also be provided. A storage area of approximately 200 square feet should be provided backstage for lecterns, sound equipment, and props.

Gymnasium

We recommend not including a gymnasium or other recreational facility in the building. We believe that the school should seek to work out a cooperative agreement with other recreational facilities in its area if possible. We believe that the school will serve primarily commuting students who will not be interested in utilizing the facility after school hours. Further, we believe that the city's principal recreational responsibility to adults is

to provide adequate recreational facilities in every neighborhood. Since the school site will be in the business district, community use of the recreational facility in the evening would not seem likely. Since physical education is not an integral part of the program of the school, we do not believe the cost of the investment makes it worthwhile.

If it is the desire of the Public Facilities Department to include a recreational facility in the school, we believe that a health club arrangement would be the most desirable. The female enrollees would be more likely to make use of such a facility than they would a regular gym or pool (permanent waves are not conducive to swimming). In addition, it might be possible to permit the facility to be used on a paying basis by businessmen in the area, thus considerably increasing its utilization. This would also provide the opportunity for interaction of students with representatives from the business community. If such an area is included, squash courts, steam rooms, exercise rooms would be the type of facilities required.

Library and Audio-Visual Area

The Task Force believes that no school program can be effective unless students have access to a library where they may go to use supplementary materials and special equipment.

The library at the Boston Business School will include 3500-4000 square feet of space and will be able to seat 125 students. Its seating capacity will be augmented by four conference and

viewing rooms, each containing 150 square feet of space. These supplementary rooms could be used for reading and relaxing, viewing films, or group study. A librarian's office of 150 square feet will complete the complex. (See schematic.)

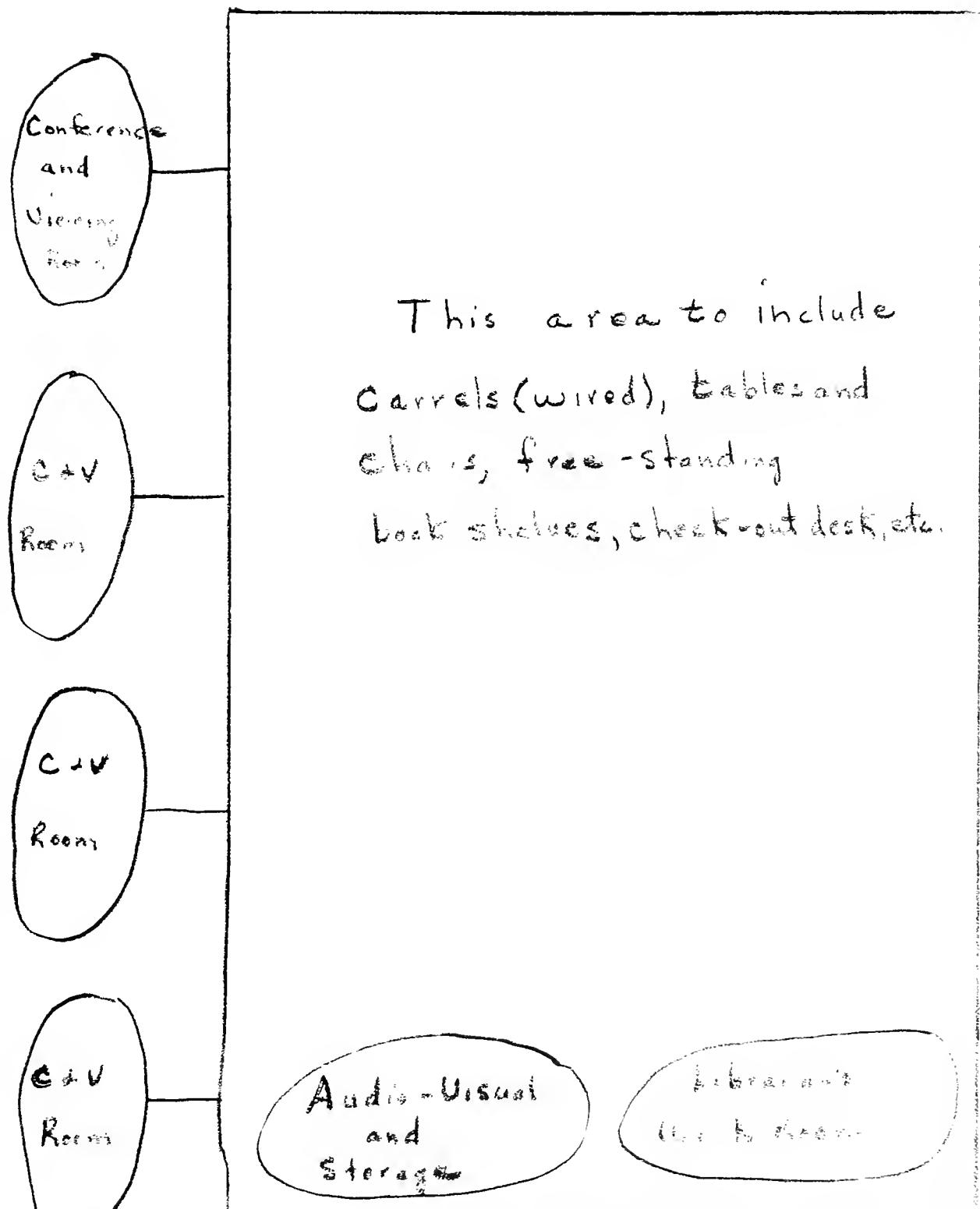
The main library will provide:

1. A central and easily accessible location for storage of all books, pamphlets, and periodicals; storage for tapes, film loops, films and the equipment required to use them, and facilities for microfilm and microfilm storage, retrieval, and viewing.
2. An area where students may study independently as well as work on small group projects.
3. An area where students can relax in comfortable surroundings.

The Task Force recommends that no less than 60% of the library provide space for student stations in the form of carrels. Each carrel should be acousticized and permit the student to work free from distraction.

The special occupational nature of the Business School program will make special demands on the library. Many students will not be college-bound, verbally-oriented book readers. Furthermore, much of the information necessary for business students can best be provided through audial or visual media. Therefore, the carrels should all have provision for the use of single concept projectors, for the use of individual built-in tape recorders, and for the reception of signals from a master tape console. In addition, provision should be made for wiring to be installed so that all individual carrels could receive closed circuit television

SCHEMATIC OF LIBRARY AND AUDIO-VISUAL AREA



3500 - 4000 Sq. Ft.

broadcasts, or could receive transmission from a time shared computer via cathode ray tube transmission devices. The Task Force does not, however, envision the need to install either of these media in individual carrels in the immediate future. One must recognize, however, that technological development will soon make inclusion of such devices feasible and that the curricula of the Business School will be particularly well-suited to their use because it includes so many skills which can be demonstrated visually and which require constant practice and correction to acquire.

The conference rooms, located adjacent to the library, will be equipped with built-in movie projection booths which can be used to store equipment as well as for projection. The conference rooms will provide extra seating capacity for the library as well as a place for group library work. These areas should be equipped to receive all media. A television should be included in each when the school opens.

A 250 square foot audio-visual room should be provided adjacent to the library. This room would provide a special area which could be used to manufacture overlays or other audial and visual aids. In addition, it should be shelved to provided storage for films, tapes, and filmloops. Equipment would also be stored in this room.

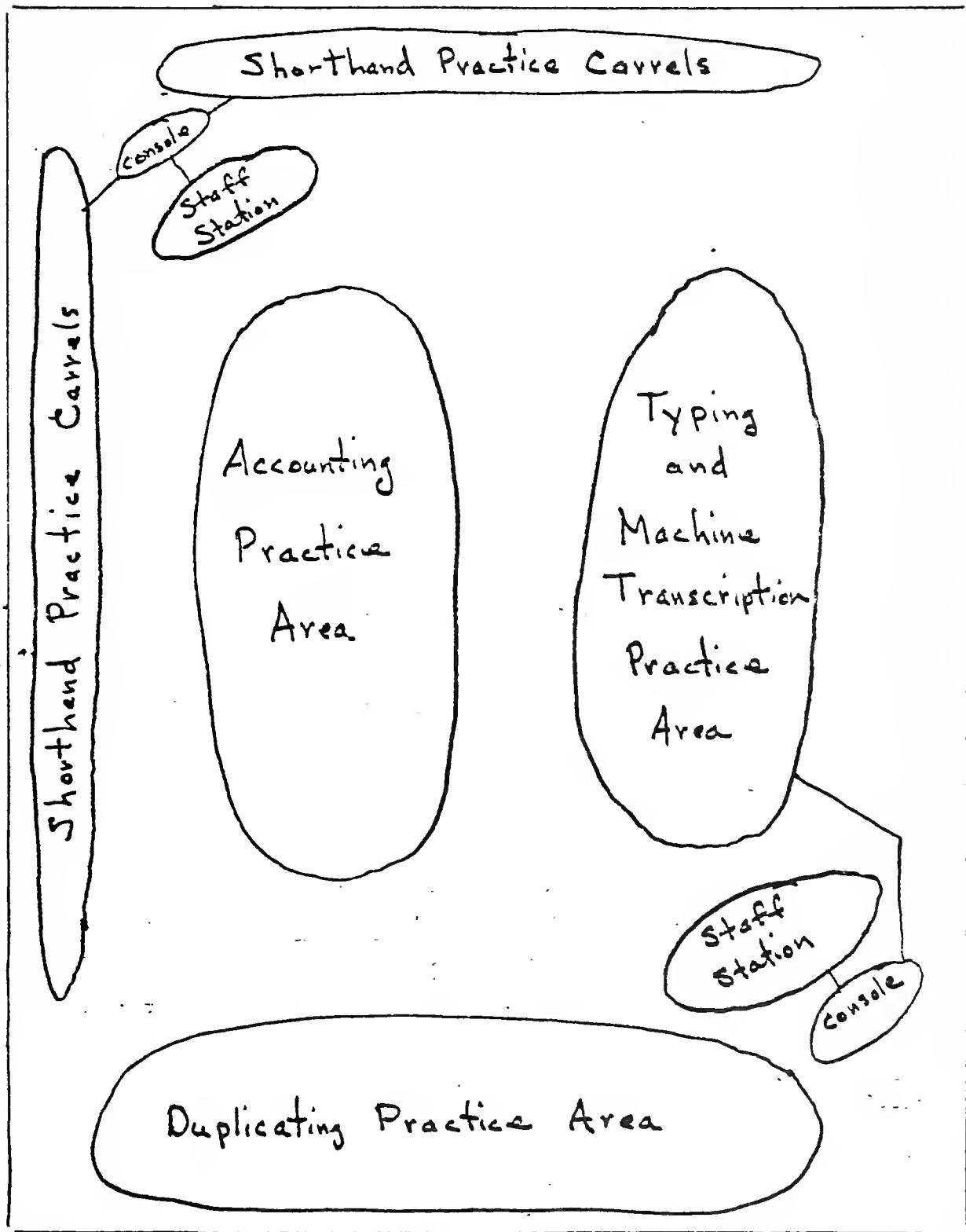
Skills Training Laboratory

The skills training laboratory should be located in a central position in the building to provide easy access from all classrooms. This area will contain approximately 4500 square feet and will be capable of serving 150 students at a time. It is designed to

provide practice in a simulated work setting; to provide a space where students who are not scheduled for formal class instruction can go to practice or to catch up on missed work. Students will be scheduled into the area for part of their program in the skills subjects by use of modular flexible scheduling. (See schematic.)

Seventy typing stations with full access to tape decks and individual machine transcription units should be provided. Forty shorthand stations will also be required. These should be individual carrels as should the typing stations. Shorthand stations will include access to the tape decks and will have typewriters even though these will not always be used. Two tape deck consoles, one serving the typing stations and the other the shorthand stations, should be located near these respective areas. The area should have special storage facilities for individual transcription and stenotype machines so that students could utilize the shorthand stations to practice either of these skills. The room should provide for thirty accounting stations and ten duplicating stations. The accounting stations would require eight full keyboard adding machines, twelve key driven adding machines, two key driven calculators, five printing calculators, three rotary calculators, and two bookkeeping machines. The duplicating area should include one offset press, four spirit duplicators, and five mimeograph machines. The area should have divisible partitions so that it could be separated into four sub-areas. Approximately one in ten student stations should be wired for the reception of closed circuit television so that the area could be utilized for

SCHEMATIC OF SKILLS TRAINING LABORATORY



Approximately 4500 Sq. Ft.

televised group instruction or for dial/access self-instruction in the future. Similar provision should be made for six computer input/output devices looking forward to the time when time-shared programmed instruction in accounting will be a reality. A full-length counter should be provided along one wall on which duplicating machines can be located. A second counter should provide a sink.

Extra storage space will be required. This can be located under counters, in built-in cabinets, and in movable cabinets which might be used as half-partitions. A supply closet of 200 square feet should be located adjacent to this area to provide for storage of equipment and materials used in this area.

Stations for two full-time staff members must be provided. In addition, it is visualized that one or more paraprofessionals would also be utilized in the area.

INSTRUCTIONAL AREAS

Typing Rooms

Number of Rooms: 8

Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 30

Thirty-two electric typewriters should be provided for each room. Five manual typewriters should also be provided. This provides one demonstration typewriter of each type and five back-up machines. A teacher-operated master switch to cut off all power to the electric typewriters should be provided to guard against running machines overnight. Provision should be made for electronic wiring so that the room could be used with tape decks in the future. Dade County, Florida, has developed a method of wiring utilizing 3 $\frac{1}{4}$ " high x 6" wide partial partitions between rows of desks. These partitions house all wiring and permit individual on-off switches for each desk, while, at the same time, leaving the desks free to be moved.

Two typewriter rooms could be located back-to-back, divided only by an acoustical, movable partition which could be opened to permit large group instruction. Further partitions should be provided so that the room could be sub-divided into small units allowing students to work in an office-type atmosphere. (See schematic.)

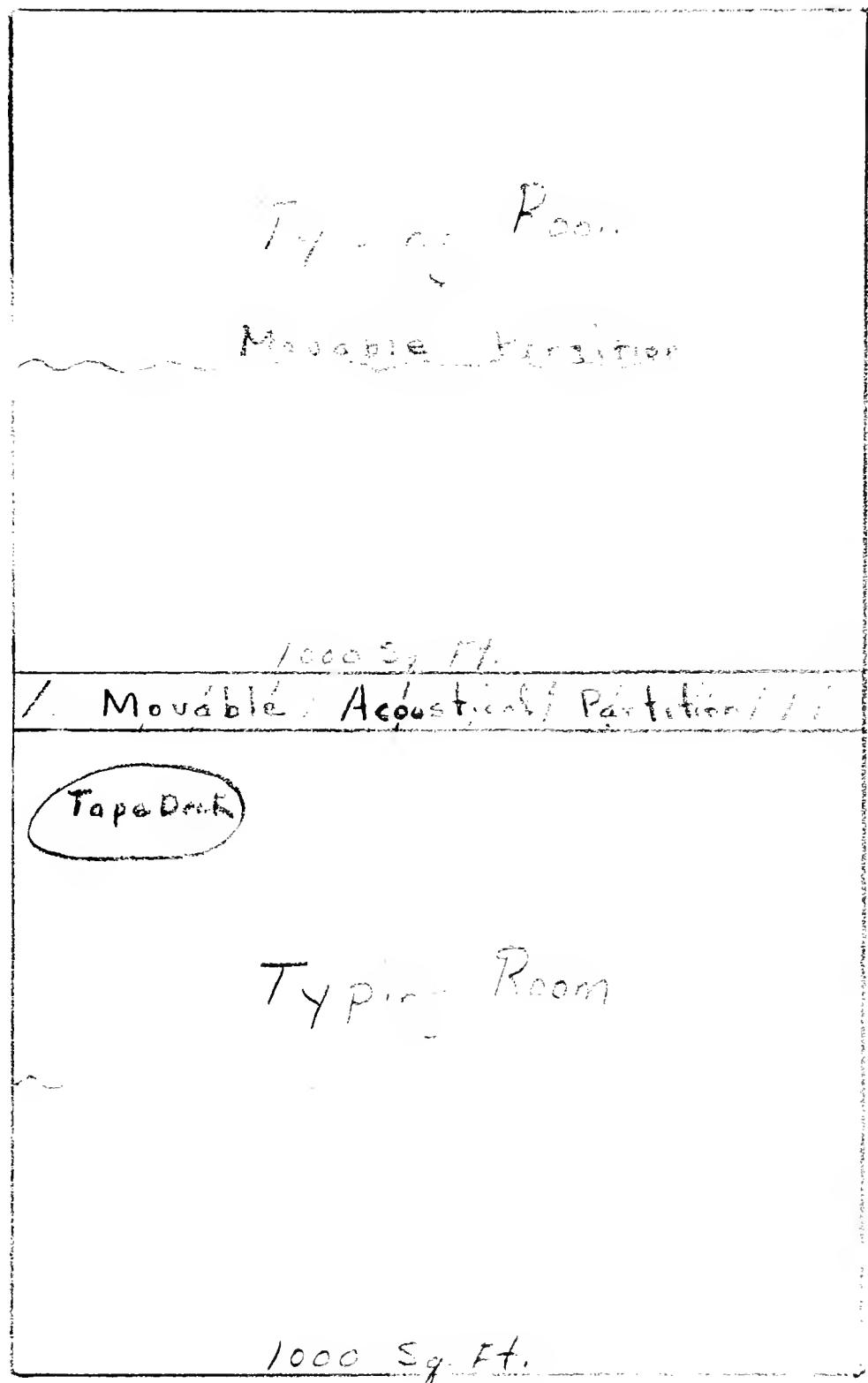
Typing desks should be L-shaped tables or 30" typewriter desks placed at right angles to a flat space. Racks should be provided under each table and chair for personal belongings.

The following storage spaces should be provided: file cabinets and secure wall cabinets for storage of material and special forms; pigeonhole storage space on a wall covered by a sliding door for individual typing work, as well as storage for the reserve typing

machines.

The rooms should be treated as described in the general description of room requirements. Special acoustical treatment for ceiling and walls will be required because of the high noise level.

SCHEMATIC OF TYPING ROOM



Machine Bookkeeping

Number of Rooms: 1

Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 20

Machine bookkeeping equipment is exceptionally large, thus requiring considerable square footage for a limited number of student stations. This area is used for instruction on accounting machines which punch paper tape for computer input as well as machines which print paper output. Since each company model differs slightly, several models of large machine calculators should be included in the room. In addition, the room should contain five rotary and five key driven calculators.

A counter should be provided along the front or back of the room. A sink will be required. Floor outlets should be provided for 20 machines even if fewer are ordered. Heavy duty wiring will be required. Acoustical treatment of walls and ceiling is suggested.

Data Processing

Number of Rooms: 1

Number of Square Feet Per Room: 1500

Number of Student Stations Per Room: 30

This room should serve two general purposes and thus could be conceived of as two separate rooms. An acoustical partition should be included to permit use of the room as two separate teaching stations.

The room should include terminal interfaces for 15 students located in acoustically treated carrels. Work space should be provided at tables or in carrels for 15 students to be preparing programming problems.

The room should also include all necessary unit record equipment to facilitate a modern data processing card operation. This would include several key punch machines, a collater, and an accounting machine.

Blackboard space should be provided along all walls. Special acoustical treatment will be necessary. Special wiring will be necessary for the unit record equipment. The terminals require installation of telephone lines connected to the time-shared computer. Climate control will be necessary. Special storage will be required for IBM cards, rolls of paper, wiring panels, etc. A 50 square foot storage closet is suggested.

Grooming Room

Number of Rooms: 1

Number of Square Feet Per Room: 600

Number of Student Stations Per Room: 20

Small group instruction will be necessary to make this activity worthwhile. This room is envisioned for use by girls only; grooming and personality programs for boys would be conducted in regular classrooms.

This facility would include: a small modeling platform, one full-length dressmaker fitting mirror, a long mirror along the front of the room, storage for vanity kits, a small space with sink and provisions for washing hair, a hair dryer, and tackboard along non-functional walls. Special desks will not be required since all equipment will be stored in cabinets surrounding the room. Several large tables and twenty chairs should be sufficient to meet the needs of this area.

Duplicating Rooms

Number of Rooms: 2

Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 20

The amount and type of activity in this room, and the size and nature of the equipment require a small number of student stations in a relatively large space.

Counter space should be located around the perimeter of the room. Storage should be constructed under all counter space. In addition, a small storage closet containing 50 square feet of space should be included in the general area. A sink will be required. Cabinet space should be considered above the counter; if this is not adopted, extra cabinets should be included. Student work stations for sorting, etc., should be located at long tables and along the encircling counter rather than at desks.

One room should be located near the school newspaper office. Both rooms should be readily accessible to typewriting rooms. Many schools provide interconnecting doors between duplicating facilities and typing rooms. In addition, several typing stations should be included in the room. The room will contain mimeographs, spirit duplicators, offset printing presses, and copying machines.

Office Practice Rooms

Number of Rooms: 3

Number of Square Feet Per Room: 900

Number of Student Stations Per Room: 20

Students using the office practice room will be constantly moving between a variety of stations; hence, the number of pupils per room is less than average.

Extra chalkboard and tack board space will be required. The storage demands of an office practice room are great due to the variety of activities conducted therein. A storage closet of 50 square feet should be provided. Several movable file cabinets should be provided. Counter space could be provided along two walls of the room; the space under the counter should be used for storage. A sink will be necessary.

The room should be divided by a movable partition to permit duplication facilities to be used while teaching is in progress.

Individual desks with electric typewriters should be provided for all students. The room should also be equipped with transcribing machines, stenotype machines, stencil and fluid duplicating equipment, photographic copying equipment, and a postage meter.

Records Management Room

Number of Rooms: 1

Number of Square Feet Per Room: 900

Number of Student Stations Per Room: 20

The front part of the room, approximately 700 square feet in area, should be a general classroom with extensive provision for blackboard space. Some ruled blackboard should be provided. The back 200 square feet should be separated from the remainder of the room by a semi-partition. It should contain banks of three or four types of filing cabinets. A walk-in closet of 50 square feet, with shelves, should be provided for storage of student filing units.

Machine Transcription Rooms

Number of Rooms: 5

Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 30

Basically, these rooms resemble typing rooms in appearance and function. The student stations should be connected to a tape deck located at the teacher's desk through electronic wiring. Each station will be provided with individual headset and controls. In addition, each student will need to gain familiarity in working with transcribing machines. Therefore, each room must be provided with enough transcription machines so that each student station may have one. Two should be available in reserve and one should be provided for teacher demonstration. Special storage space must be provided for the transcribing machines.

Shorthand Rooms

Number of Rooms: 5

Number of Square Feet Per Room: 900

Number of Student Stations Per Room: 30

These rooms should be located in close proximity to typewriting and machine dictation rooms. If machine dictation and shorthand rooms are located back-to-back, it may be possible to avoid placing separate tape decks in each. This should be investigated. Each student station should be provided with a headset and individual controls to permit reception of taped instruction.

Extra chalkboard should be provided across the front of the room. Some ruled chalkboard for use in demonstrating shorthand outlines should be provided. Individual flat top desks are preferable to armchair desks. Tape recorders should be available for individualized unit work in shorthand. Normal storage facilities will be adequate.

Wholesaling-Retailing Occupations Room

Number of Rooms: 1

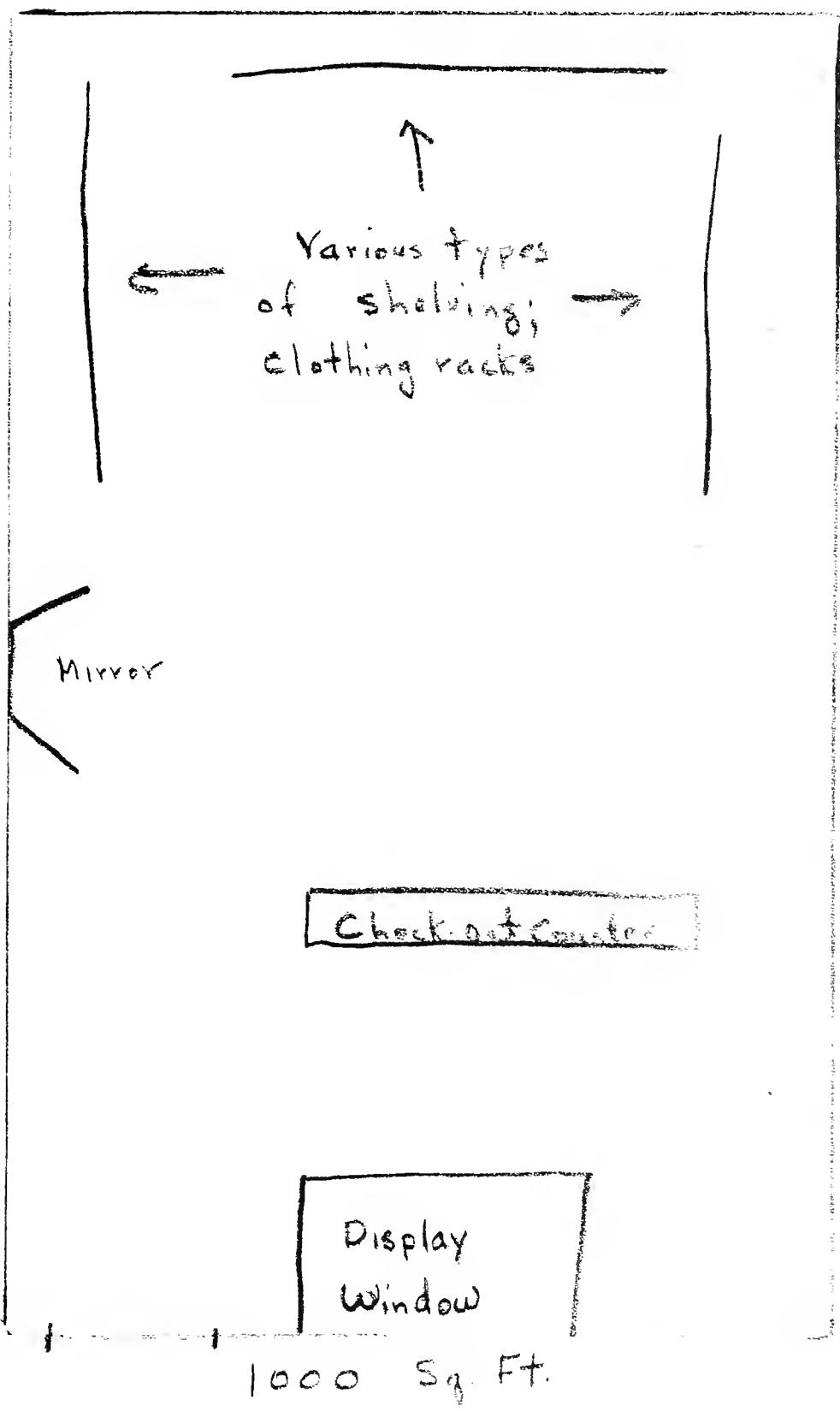
Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 20

The room should contain three types of retail shelves - one to represent supermarket operation (three tiers), one for dry goods display, and one glass-enclosed display case under an all-purpose check-out counter. One or two clothing racks should be built into one of the walls along with an adjustable three-way mirror.

The room should have a show window display area which faces both the classroom and the corridor directly adjacent to the room. Adequate built-in storage space should be provided for supplies and display items. There should be a wrapping counter located somewhere near the check-out counter. The room will have one cash register located on the check-out counter. One or two dry goods tables should be included for use in arranging displays and practicing merchandising techniques. (See schematic.)

SCHEMATIC OF WHOLESALING AND RETAILING OCCUPATIONS
ROOM



Accounting Rooms

Number of Rooms: 3

Number of Square Feet Per Room: 1000

Number of Student Stations Per Room: 25

These rooms should be located in close proximity to the machine bookkeeping rooms. Two rooms should be located back-to-back, separated by a folding acoustical partition, to permit large group instruction.

Sliding chalkboards ruled for journal and ledger forms should be provided.. Since large charts will be displayed often, extra tackboard should be provided. Since the emphasis in accounting has changed from study of various types of forms and vouchers to study of the principles of accounting, the extra large "commercial desk" is no longer required. A standard desk will suffice.

Extra storage should be provided for charts and other large display items. The room should be treated as suggested in the general overview of rooms.

General Classrooms

Number of Rooms: 9

Number of Square Feet Per Room: 750

Number of Student Stations Per Room: 25

A variety of classes can be conducted in the general classroom including English, law, psychology, and economics. These should be scattered throughout the building so that there would be several near every cluster of specialized classrooms. It would be desirable to locate two general classrooms back-to-back separated by a folding acoustical partition to provide flexibility and permit large group instruction.

The normal amount of storage,

chalkboard, and tackboard should serve these rooms adequately.

FURNITURE AND EQUIPMENT RECOMMENDATIONS

Furniture and Equipment

Although occasional furniture and equipment recommendations are made in this document, the Task Force does not mean for them to be considered, in any way, an exhaustive list of furniture and equipment recommendations for the new school. However, we do feel that a few general comments about present business school equipment trends are in order.

The student furniture should be sturdy, lightweight, and easily portable. Because of the nature of the school, we recommend the exclusive use of separate tables and desks, even in the regular classrooms where a chair with desk arm might normally be sufficient. The chairs should be of the adjustable (15 to 18 inches) posture type, with a saddle seat and an adjustable, curved back rest. The tables should have no drawers, but instead have racks under the table for personal belongings. The chairs too might have racks beneath the seat for books and personal belongings.

The last few years have seem a rapid increase in the amount of electronic teaching equipment. We recommend that three of these innovations, electronic carrels, electronic teaching laboratories, and television be incorporated into the new school. The carrels, which might be plugged into a central tape deck or have individual cartridge tape players, can be used for individualized programmed instruction, an application that appears to have merit for the teaching of shorthand. As the soft ware for such equipment begins

to proliferate in greater scope and quantity than today, the carrels should be able to facilitate programmed instruction in other subjects, as well as allow a student to make up missed work or gain extra practice in current work. The electronic teaching laboratories come in many different varieties; the kind we visualize for the new school will be used to teach both shorthand and machine transcription skills. Such equipment allows a group of students a choice of 4-6 different speeds of dictation, a fact that allows one teacher to teach individually a class of 30 or more students. Television is being used in some business schools to show various business procedures as well as to show in detail such skill techniques as typewriting and stenotype. With the development of more programming for television, its application for business education should become even more significant. Our recommendation for the new school is to include wiring to accommodate both open and closed circuit telecasts.

The trend in the business world today tends more and more to electric typewriters, electronic machine bookkeeping, and electric adding machines and comptometers. Therefore, the third general recommendation for equipment involves the specification of nearly all electric business machines for the new school.

A large storage area for extra furniture and equipment should be provided in the school. If the school has a basement, we recommend that such storage facilities be located therein.

Let us add one final note to the Public Facilities Department. It is recognized that by the building's completion date, new

equipment innovations in the business field may have changed radically. Therefore, the Public Facilities Department should work closely with the administration and staff of the Boston Business School as well as Mr. Buck, Director of Business Education for the Boston Public Schools, in drawing up lists of appropriate equipment for the new building in the year preceding its opening.

SUMMARY OF SPACE REQUIREMENTS

For convenience in planning, particularly in its possible use as a check list, a summary of the major spaces which have been discussed in this document will be given below.

<u>Space</u>	<u>Number</u>	<u>Area in Square Feet</u>
Administrative Suite		
Head Master's Office	1	200
Asst. Head Masters' Offices	2	150 (300)
Conference Room	1	180
Reception Area	1	150
Clerical Workroom	1	400
Storage Room	1	170
Guidance and Placement Office Suite		
Director's Office	1	200
Counseling and Placement Offices	9	100 (900)
Testing Area	1	300
Interview Rooms	4	100 (400)
Psychometrist's Office	1	100
Records Area	1	250
Conference Room	1	300
Career Library	1	250
Secretarial Pool Area	1	400

<u>Space</u>	<u>Number</u>	<u>Area in Square Feet</u>	
Combination Dining, Lounge, and Auxillary Study Area	1	4500	
Student Lounges	6	300	(1800)
Student Activities Offices	4	150	(600)
Small Conference Rooms	6	200	(1200)
Health Suite	1	600	
Locker Areas		2500	
General Storage Rooms	4	300	(1200)
Team Offices	8	200	(1600)
Teacher Lounges	4	350	(1400)
Lecture Hall	1	3000	
Lecture Hall Storage	1	3000	
Library and Audio-Visual Area	1	4000	
Conference and Viewing Rooms (Library)	4	150	(600)
Librarian's Office	1	150	
Audio-Visual Work and Storage Room	1	250	
Skills Training Laboratory	1	4500	
Supply Closet - Skills Training Laboratory	1	200	
Typing Rooms	8	1000	(8000)
Machine Bookkeeping	1	1000	
Data Processing	1	1500	
Grooming Room	1	600	
Duplicating Rooms	2	1000	(2000)

<u>Space</u>	<u>Number</u>	<u>Area in Square Feet</u>
Office Practice Rooms	3	900 (2700)
Records Management Room	1	900
Machine Transcription Rooms	5	1000 (5000)
Shorthand Rooms	5	900 (4500)
Wholesaling-Retailing Occupations Room	1	1000
Accounting Rooms	3	1000 (3000)
General Classrooms	9	750 (6750)

APPENDICES

APPENDIX A

Staff Reaction

During the course of the study leading to this document, the Task Force was able to work quite closely with the staff and administration of the Boston Business School. As the recommendations which are set forth on the pages of this document evolved, there was a considerable amount of agreement between the school staff and the Task Force as to the viability and validity of these recommendations. There are some recommendations in the report pertaining to program, however, on which the school staff have reservations or are in almost complete disagreement. So that the Harvard-Boston Schools Planning Project may be aware of the present stance of the Boston Business School staff and administration toward the program recommendations and modifications, we have appended this page and the questionnaire tabulation which immediately follows. To summarize the questions, the present staff, in aggregate, disagrees with the following recommendations:

1. The use of lower-level courses as remedial work to eventually qualify students for the regular diploma courses.
2. Business experience as a prerequisite for qualification as a teacher in the school.
3. Inclusion of a course in Wholesaling and Retailing Occupations.
4. The inclusion of a formal supervised work-experience as an integral part of each student's program.

Implementation of any of the recommendations made in this report would require change at some level at the Boston School Department. We are unable to recommend what actions must be taken at which levels; however, we feel that all of the recommendations made in this report are feasible and desirable.

The following questionnaire is based on some of the recommendations contained in the first draft of the Harvard Task Force report on the new B. B. S. Indicate your opinions, and add any comment you wish to make. Please return questionnaire by 2:15 today.

1. Should the B. B. S. program include special adult courses for brush-up of old, unused skills and for training leading to salable skills?

Yes - 26 No - 3

2. If your answer to #1 is yes, what admission requirements do you suggest? H.S. Diploma: *most answers referred to high school diploma*

Yes - 20 Other - 5 Blank - 4

3. If special courses are offered, would you approve of the award of special certificates for completion?

Yes - 26 No - 1 Blank - 2

4. a) Should lower-level courses be provided to attract high school graduates of low ability and, b) completion thereof to be recognized by appropriate certificates?

a. Yes - 19 No - 10

5. Would you recommend the use of the lower-level courses (#4) as stepping stones into one of the traditional diploma courses?

Yes - 12 No - 16 Doubtful - 1

6. Would you recommend the use of such lower-level courses for remedial work by students enrolled in diploma courses?

Yes - 9 No - 20

7. Do you approve of a tri-semester year, including summer programs, to advance students more rapidly?

Yes - 18 No - 9 Doubtful - 2

8. Should the new school schedule both day and afternoon-evening sessions?

Yes - 23 No - 6

9. Should a teacher otherwise qualified be required also to have had practical business experience prior to appointment to the staff?

Yes - 8 No - 19 Substitutions - 2

10. Do you approve of the addition of a course in "Mid-Management", designed to train students for lower-level managerial jobs in large food distribution stores, small department stores, motels, etc.?

Yes - 8 No - 19 "Iffy" - 2

11. Do you favor expansion of the Accounting Course to include units in cost and tax accounting?

Yes - 25 No - 2 Not applicable - 2

12. Do you approve of the establishment of a cooperative program involving a shorter school day supplemented by supervised work-experience?

Yes - 8 No - 21

13. Should the school add a major course in machine transcription?

Yes - 21 No - 5 Doubtful - 3

COMMENTS ELICITED BY THE QUESTIONNAIRE

- Q. 2. Adult Literacy.
Pre-testing.
Educational background.
Freedom from household duties.
- Q. 4. Keep standards unchanged, but recognize, by certification, the individual achievements of non-graduates.
- Q. 6. Such remedial work should not carry diploma credit.
- Q. 7. Tri-semester would have special value in continuity in shorthand and typewriting.
Depends on demand.
Haven't colleges found that students tend to take one of three off?
There probably would not be enough interested students to justify the cost.
- Q. 9. Could be done by teachers serving in business as summer interns.
Valuable but not essential.
I have had prior business experience and feel it has had very little relationship to my teaching.
Essential for successful business teacher.
Exchange program between business and school could make this possible.
- Q. 10. One chain store policy I know of promotes to managerial jobs from within--considered essential to employee morale.
The proposed new school would not have room for such a course.
Such training is given more efficiently on the job where problems peculiar to the type of business can be met.
- Q. 13. Machine transcription training belongs at secondary school level.
This could be a replacement for same number of classes in shorthand.

APPENDIX B

BOSTON PUBLIC SCHOOLS
BOSTON BUSINESS SCHOOL
220 WARREN STREET
ROXBURY, MASSACHUSETTS 02119
Telephone 445-3814



EDWARD F. BRICKLEY
Head Master

March 28, 1968

Dear Sir:

The Boston Business School, formerly called the Boston Clerical School, is engaged in a self-evaluation program aimed at improving its services to the Boston business community. The study is being guided by the Harvard University Graduate School of Education in concert with the Boston Public Facilities Commission preliminary to the construction of a new facility for the Boston Business School.

In the belief that the business community will welcome the opportunity of involvement in this important undertaking, your assistance is herewith solicited. Your evaluation of our services and your recommendations for educational program refinements designed to meet the demands of contemporary job-standards in the Bookkeeping-Accounting and Stenographic-Secretarial areas will be of practical value to us.

Your cooperation in completing and returning the enclosed inquiry will be deeply appreciated.

Sincerely yours,

Edward F. Brickley
Head Master

pmc

Enclosure

SURVEY OF BUSINESS OFFICES AND STORES

BOSTON BUSINESS SCHOOL

Firm Name _____ Address _____

Completed By _____ Title _____

1. Please indicate the positions in your business that are normally filled by hiring students completing the Boston Business School's curriculum.

_____ a. Bookkeeper _____ d. Stenographer

_____ b. Clerk (File Clerk, Payroll Clerk) _____ e. Typist

_____ c. Machine Operator (Duplicating, Key-punch) _____ f. Others _____

2. Approximately how many graduates of the Boston Business School do you employ each year? _____. If you employ less than one a year, how many do you employ over a five-year period? _____.

3. Please check any of the following in which you have found the Boston Business School graduates employed in your office to be deficient.

Traits or Attitudes

- ____ a. Attendance
- ____ b. Cooperation
- ____ c. Following directions
- ____ d. Grooming
- ____ e. Initiative
- ____ f. Interest in job
- ____ g. Management of personal and business affairs
- ____ h. Pride in work and in seeing the job to completion
- ____ i. Promptness
- ____ j. Using common sense on the job
- ____ k. Using time to advantage
- ____ l. Willingness to do "little extras"
- ____ m. Others _____

Skills

- ____ a. Answer telephone correctly
- ____ b. Arithmetic
- ____ c. Checking work for accuracy
- ____ d. Compose letters
- ____ e. Filing
- ____ f. Grammar other than punctuation, spelling, and vocabulary
- ____ g. Legible handwriting
- ____ h. Organization of work
- ____ i. Punctuation
- ____ j. Speed in taking dictation
- ____ k. Spelling
- ____ l. Typing with accuracy and speed
- ____ m. Using machines other than typewriters
- ____ n. Vocabulary
- ____ o. _____

4. Should the Boston Business School offer instruction on the following types of equipment?

Yes No

- a. Full-keyboard adding-listing machines
- b. Ten-key adding-listing machines
- c. Printing calculators
- d. Key-driven calculators
- e. Rotary calculators
- f. Fluid duplicators
- g. Stencil duplicators
- h. Transcribing machines

Yes No

- i. Key-punch machines
- j. Verifiers
- k. Sorters
- l. Interpreters
- m. Collators
- n. Reproducers
- o. Accounting Machines
- p. Computers
- q. Others

5. Please list the number of each kind of machine used in your office as indicated below:

Non-
Electric Electric
Full-keyboard adding-listing machines

Verifiers

Non-
Electric Electric

Ten-key adding-listing machines

Sorters

Printing calculators

Interpreters

Key-driven calculators

Collators

Rotary calculators

Reproducers

Fluid duplicators

Accounting machines

	Non-Electric	Electric	Computers	Non-Electric	Electric
Stencil duplicators					
Transcribing machines					
Key-punch machines					
Others					

6. What equipment changes are planned for the foreseeable future? _____
7. Indicate the name, type and/or description of any employment tests that you give to applicants for office jobs. _____
8. What standard have you established in the following skill areas:
- a. Shorthand _____ d. Others _____
- b. Typewriting _____
- c. Transcribing machine _____
9. Would you be interested in serving on an Employers' Advisory Committee designed to operate in an advisory capacity for the curriculum improvement of our high school business education department? Yes _____ No _____
10. What activities would you suggest to supplement the business instruction in the Boston Business School?
- a. Speakers from business _____
- b. Field trips to business offices _____
- c. Work Experience Programs _____
- d. Others _____
11. Would you prefer to hire graduates of a skill-oriented Business education program or would you rather hire graduates of a more liberally oriented business program who have had less skills training? Skills-oriented _____ Liberally oriented _____
12. What changes or additions do you recommend that Boston Business School incorporate into its program when it moves into its new facility? What specific recommendations would you make for new facilities and/or equipment in the new school? _____

APPENDIX C

BOSTON PUBLIC SCHOOLS
BOSTON BUSINESS SCHOOL
220 WARREN STREET
ROXBURY, MASSACHUSETTS 02119
Telephone 445-3814



EDWARD F. BRICKLEY
Head Master

March 28, 1968

Dear Graduate:

These greetings are coupled with an invitation to participate in plans now in progress for the construction of a new Boston Business School.

Assisting the faculty in these plans is a committee selected from the Harvard University Graduate School of Education. A study of the services provided by our school is integrated in the planning. The employment experience of recent graduates will help establish guidelines in identifying future educational needs and in formulating policies to improve our services to students and the business community.

When completed and returned, the enclosed questionnaire will be your valued contribution to our endeavors. Your cooperation will be appreciated.

Sincerely yours,

Edward J. Brickley
Head Master

/elc

FOLLOW UP STUDY OF GRADUATES OF THE
BOSTON BUSINESS SCHOOL

Name _____ Maiden Name _____

Name and Address of Employer _____

1. In the line of your work, list the subjects that helped you most: _____

2. In the line of your work, list the subjects that helped you least: _____

3. Did you take an employment test to secure your job? _____ Yes _____ No
If you took an employment test, indicate any difficulties that you might have experienced.

4. Have you taken any additional courses beyond Boston Business School? _____ Yes
No. If your answer is "Yes," please complete the following:

Name of Institution _____
Name of Course/s _____

5. What other jobs, in addition to the one you have now, have you had since graduation

Employer	Type of Job
_____	_____
_____	_____
_____	_____

6. Check any definite difficulty you have experienced through the lack of a specific skill or qualification, such as:

- | | |
|-----------------------|----------------------------|
| a. Accuracy | j. Penmanship |
| b. Arithmetic | k. Punctuality |
| c. Business ethics | l. Self-evaluation of work |
| d. Cooperation | m. Speed and skill |
| e. English or Grammar | n. Spelling |
| f. Good grooming | o. Work habits |
| g. Initiative | p. Others _____ |
| h. Interest | _____ |
| i. Neatness in work | _____ |

7. Check the duties of all jobs you have held since graduation. If you have placed a check under Column I, will you also check the degree (second or third column) to which you feel your Boston Business School education prepared you for these duties.

Duties	I	II	III
	Adequate	Inadequate	
	Preparation	Preparation	

Duties	I	II	III
	Adequate	Inadequate	
	Preparation	Preparation	

Clerical and Sales

Cashier _____
 Cut stencils _____
 Handling incoming and outgoing mail _____
 Indexing and filing _____
 Information desk work _____
 Operate switchboard _____
 Price figuring and marking _____
 Retail selling _____
 Sort papers _____
 Take inventory _____
 Time-keeping _____
 Typing (straight copy) _____
 Typing envelopes _____
 Typing statistical material _____
 Others _____

Bookkeeping

Cost figuring _____
 Figure discounts _____
 Keep a complete set of books _____
 Keep checkbook _____
 Make out bills for customers _____
 Make original entries _____
 Payroll work _____
 Posting _____
 Prepare financial reports _____
 Reconcile bank statements _____
 Verifying postings _____
 Others _____

Operation of Office Machines

Compose letters _____
 Compose and send telegrams _____
 Make appointments _____
 Proofreading _____
 Receive callers _____
 Take shorthand dictation _____
 Transcribe dictated material into mailable letters _____
 Use reference books _____
 Use telephone _____
 Use timetables and make reservations _____
 Others _____

Full-keyboard adding-listing machines _____
 Ten-key adding-listing machines _____
 Printing calculators _____
 Key-driven calculators _____
 Rotary calculators _____
 Fluid duplicators _____
 Stencil duplicators _____
 Transcribing machines _____
 Key-punch machines _____
 Verifiers _____
 Sorters _____
 Interpreters _____
 Collators _____
 Reproducers _____
 Accounting machines _____
 Computers _____
 Typewriters _____
 Other _____

8. What problems did you encounter in the early stages of your work that further preparation in school might have helped you solve? _____

9. What knowledge or skills, necessary in your work, and not indicated in this questionnaire, were not covered in school? _____

10. What recommendations can you make for the Boston Business School to improve its education program? _____

APPENDIX D

Sources

During the course of our work on the Boston Business School, the Task Force utilized many different resources. Those listed below are illustrative of the types of resources consulted:

Visitations

Jones Commercial High School, Chicago, Illinois.

Boston Business School, Boston, Massachusetts.

Massachusetts Bay Community College, Watertown, Massachusetts.

Wilson City College, Chicago, Illinois.

Wright City College, Chicago, Illinois.

Interviews

Dr. Joseph Hennessey, Chairman, Department of Business Administration, Salem State College, Salem, Massachusetts.

Dr. Helen Kiley, Mr. Edward Stanton, Mr. Edward Moran, Jr.; Staff of Business Education Department, Salem State College.

Mr. John Morine, Vocational Education Department, Massachusetts State Education Department.

Mr. Robert Manning, Director of Business Education, Massachusetts State Education Department.

Mr. Robert Buck, Director of Business Education, Boston School Department.

Dr. Sluder, Head of Business Education Department, Boston University, Boston, Massachusetts.

Mr. Clarence Carey, Director, Jones Commercial High School, Chicago, Illinois.

Mr. Walter Burger, Chief Architect, Chicago Public Schools.

Dean Ernest V. Clements and Staff of Boston Education Department, Wright City College, Chicago, Illinois.

Mr. Frank Hayashida, Administrative Assistant to the Dean and the Staff of the Business Education Department, Wilson City College, Chicago, Illinois.

Mr. Edmund Lewis, Director, Arlington Technical High School, Arlington, Massachusetts.

School architects, Perkins and Will, Chicago, Illinois, (Architects on Jones Commercial High School).

Communication by Letter

Directors of Business Education in following cities:

Chicago Public Schools
Los Angeles Public Schools
Detroit Public Schools
New York Public Schools
Dade County, Miami Public Schools

ERIC Center for Business Education, Ohio State University, Columbus, Ohio.

Mr. Basil L. Hicks, Supervisor of Educational Planning, New York State Department of Education, Albany, New York.

National Business Education Association, Division of NEA, Washington, D.C.

U.S. Office of Education, Washington, D.C.

Bibliography

An Experimental Course of Study in Supermarket Merchandising and Management, State Department of Education, Albany, N.Y., 1967.

Business and Distributive Education Classrooms and Facilities, State Department of Education, Albany, N.Y., 1965.

Business Education: Facilities, Supplies, and Aids, Eastern Business Teachers Association Yearbook.

Curriculum Handbook For School Administrators, 1967 Yearbook of the American Association of School Administrators, Washington, D.C.

Douglas, Lloyd V., Business Education, The Center for Applied Research in Education, Inc.

Evaluation of Pupil Progress in Business Education, 1960 American Business Education Yearbook.

Foundations for Business Education Bulletin, January, 1968.

Planning the Facilities for Business Education, Monograph 112, South-Western Publishing Co., 1964.

Secretarial Education With A Future, 1962 American Business Education Yearbook.

The Business Curriculum, Monograph 100 (Revised), South-Western Publishing Co., 1966.

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B Boston, Public Facilities

Department.

R Design Requirements and Limita-

De tions for the Boston Business

S School.

DATE	ISSUED TO
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